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ABSTRACT

A result of close cooperation between librarians at the Undergraduate Library and the English faculty, the program described in this report involves the integration of library instruction with freshmen English courses at the University of Texas at Austin. The formulation of goals for this program, through which over 5,000 students each year are taught basic research skills, is discussed, as well as the program's intended audience, and the development of faculty contacts, and the instructional materials used in the program are individually described. An account is provided of the formative and summative evaluations which helped to shape the program and to demonstrate its effectiveness. Some of the questions surrounding the impact of the program on library operations are addressed, and the administrative, staff, and material resources necessary to run the program are enumerated. Included as appendices are a complete set of the instructional materials used in the 1980 academic year, a sample of the instructional materials used during the first year of the program (1975), a copy of the initial program proposal, the statements of the 1975 and 1980 program objectives, and a copy of a survey questionnaire sent in 1978 to students who had participated in the program. (JL)

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Teaching Library Skills in Freshman English: An Undergraduate Library's Experience

by

Barbara A. Schwartz and Susan Burton

The University of Texas at Austin
The General Libraries
1981

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Contents

Acknowledgments v

Foreword vii

I. Introduction 1

II. Description of the Program 3

III. Factors Shaping the Undergraduate Library's Instructional Program 7

IV. Laying the Groundwork for a Program 12

- Goals Statement 12
- Reorganization 12
- Definition of the Audience 13
- Written Objectives 13
- Faculty Contacts 14

V. Development of Course-integrated Instruction 16

- Expectations 20
- Instructional Materials 20
- Course Syllabi 25
- Orienting Teachers 26
- Summary 26

VI. Evaluation 28

- Objective Testing 29
- Questionnaires 33

VII. The Program's Impact on the Library 42

- Reference 42
- Collection Development, Reserve, and Circulation 44
- Outside UGL 44
- Summary 45

VIII. Resources Needed 47

- Administrative Support 47
- Staff 47
- Materials 50
- Summary 53

IX. Conclusions 54

- Motivation 54
- Assessment of Staff Capabilities 55
- Cooperation with Faculty 57

Appendix 1: 1980 Instructional Materials A1

Appendix 2: Sample 1975 Instructional Materials A107

Appendix 3: Proposal A115

Appendix 4: Objectives A119

Appendix 5: 1978 Survey Questionnaire A125

Appendix 6: UGL Organizational Chart A129

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All those who have shared in the intellectual excitement and the physical and mental exhaustion that have been part of the development of the UGL Instructional Program also merit recognition. The Program today reflects the enthusiasm, optimism, and creativity of the UGL librarians responsible for its inception: Jay Martin Poole, Head Librarian, 1974-79; Susan Burton, Coordinator, Instructional Program, 1975-79; Ann Brooke, Instruction/Reference Librarian, 1975-77; and Ann Neville, Instruction/Reference Librarian, 1974- . For their contributions to the Program's evolution and implementation over the years, the UGL reference staff and the Instructional Program staff deserve acknowledgment. We are especially grateful for the support and cooperation of our colleagues in freshman English who have made wide-scale instruction in basic library skills at UT Austin a reality. Special thanks are due to James Kinneavy and Bob Wess.

Barbara A. Schwartz
Coordinator, Instructional Program
Undergraduate Library

Foreword

I am delighted that Barbara Schwartz and Susan Burton have written a careful description and evaluation of the Undergraduate Library joint program of instruction with the freshman English composition courses. It should serve as an invaluable source of information both to other librarians and to English teachers who might be interested in imitating such a program or in the rationale behind our present operation.

It might be said at the outset that some kind of library instruction program has at several instances been requested by a large segment of the faculty. Two extensive surveys have indicated that the faculty felt, prior to the introduction of this program, that our undergraduate students simply could not use the library efficiently. No doubt the present situation is still far from perfect, but it seems to be a substantial improvement over circumstances some five or six years ago. And the Undergraduate Library with the English department will continue to improve the program.

The members of the Freshman English Policy Committee and the members of the Undergraduate Library staff who have worked on this plan for the last five years have come to a solid agreement on what may be the most single important feature of the current program:

> Library skills must be taught in conjunction with a class assignment which requires their application, rather than in a motivational vacuum. The *teacher*, by making and grading the assignment, creates the student's *need* to learn.

This principle, listed as the fourth premise of the program in the following report (p. 9), is also directly reflected in the second, the fifth, the ninth, and the fifteenth premises and indirectly in several others. These premises address the necessity of active participation on the part of the student at the time of a real need, not working in an information vacuum but engaging in a process of seeking information in a particular field. Thus the program emphasizes the continual necessity of relating library skills to subject matter.

This basic principle parallels what we know in the field of composition study about the isolated teaching of grammatical and logical skills. Unless they are related to actual composition problems, they are quickly forgotten.

The report also underscores the various drafts, stages, and compromises that the

program has undergone in the past five years. The present program is the product of continual dialogue, even dialectic, between two groups of concerned professionals. It is safe to say that each group respects the other more as a result of this joint enterprise.

Indeed the project is a healthy illustration of the type of cooperation which can be achieved by the often insulated entities of a large fragmented university. As a result, the students profit, for they see the relevance of these two entities to a larger unity of concern.

In fact, the students, as a result of such interrelationships, might begin to see the unity of the university. And it is quite proper, in my opinion, that such a unity be built upon the major common physical resource of the university community, the library, and its major intellectual resource, a common language.

James L. Kinneavy
Director of Freshman English

I. Introduction

The Undergraduate Library (UGL) at the University of Texas at Austin (UT Austin)[1] has a course-integrated library instruction program in freshman English which teaches basic research skills to over 5,000 students each year. The UGL Instructional Program demonstrates the feasibility of library instruction on a large scale in a university setting. In the five years since the Program was initiated, its reputation has spread primarily by word-of-mouth and through materials deposited for loan with Project LOEX.[2]

As more and more libraries recognize their obligation to provide intellectual as well as physical access to recorded knowledge, those individuals and institutions active in library instruction have a responsibility to share the practical knowledge they have wrested from experience. Few library schools are preparing librarians to teach research skills or to initiate instructional programs. The principal modes of communication heretofore have been short articles or speeches at conferences, chiefly uncritical, inspirational, and "how-we-do-it-good" in nature. Furthermore, much of what has been written about particular programs has appeared before the programs have proven themselves in practice. Plans often require extensive changes, but little is heard of how programs evolve and the compromises which occur when librarians' expectations meet the reality of the classroom.

This publication provides an in-depth examination of a single program, revealing the dynamics of development and examining failures as well as successes. The authors' objective is to discuss at length the UGL Instructional Program, its philosophy, methodology, and development, and to share the experiences both positive and

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[1] The libraries of The University of Texas at Austin, the eighth largest academic library in the United States, include the General Libraries, the Humanities Research Center, and the Tarlton Law Library. The General Libraries includes the Perry-Castañeda Library (Main Library), the Undergraduate Library, eight branch libraries, the Collections Deposit Library, the Film Library, and five special collections. The Undergraduate Library is a basic resource library, designed to serve the needs of undergraduate students, especially those at the lower-division level. Basic information in all fields is available in an open shelf collection of 158,000 volumes.

[2] Project LOEX, the National Clearinghouse for Academic Library Use Instruction, is located at the Center for Educational Resources, Eastern Michigan University, Ypsilanti, Michigan 48197.

negative which may benefit others interested in developing a program. In this case study those responsible for one effective, ongoing program point out what they see as the broader implications of their experience.

II. Description of the Program

By working closely with the English faculty and relying on printed instructional materials and an excellent support staff, three librarians devoting half of their time to user education have been able to implement an instructional program that reaches virtually all entering freshmen. Orientation to the Undergraduate Library's facilities and services and instruction in basic research methods have been integrated into the required freshman English curriculum. The library components of the two-semester course sequence combine the teaching of writing and the teaching of research skills within the framework of a research paper; the syllabus for each course includes a unit with assignments designed to help students master both composition and library skills objectives.

Since the number of freshman English sections offered at UT Austin (466 sections in 1979/80) precludes the possibility of librarians meeting with each class, the UGL Instructional Program depends on faculty/librarian collaboration. Librarians are involved intensively in the preparation stage and *not at all* in the direct classroom situation. The library staff designs, writes, and publishes a printed self-guided tour, Study Guides, Worksheets, and lists of one hundred research topics; does extensive collection development on those topics; prepares the library units of the freshman English syllabi; participates in the English department's orientation for new instructors; meets with the English instructors enrolled in sections of English 398T (a training course for new teaching assistants); works intensively with students in the UGL reference area; and evaluates the Program. The Director of Freshman English and the department's Freshman English Policy Committee provide guidelines for the syllabi units, review the library-produced instructional materials, and work with librarians to resolve problems which may arise. English instructors choose and make research assignments; distribute instructional materials; introduce each of the steps of a literature search; and grade all aspects of the assignment, from tour to final paper.

Student/librarian contact is made in actual reference situations rather than in the classroom, a factor which differentiates UGL's Instructional Program from many others. The use of printed materials to teach concepts and to acquaint students with sources allows teachers to concentrate on writing techniques and such skills as abstracting, note-taking, synthesizing, and documenting sources. This approach has

been an important selling point in winning English department support. Although library skills are recognized as important at UT Austin, a program requiring a significant amount of in-class time is unacceptable because of the department's concern for upgrading the level of incoming students' writing skills.

Reference staff actively assist everyone using the reference and catalog area. In addition to responding to questions, staff approach users who show signs of needing assistance. Few students complete their research without some contact with librarians. This interaction allows the librarians to help students apply the basic concepts covered in the Study Guides and Worksheet to their individual research problems. The collaboration involved both supplements the printed material and provides students with positive experiences in working with librarians. Time which might otherwise be spent covering generalities in a classroom presentation is thus devoted to individual instruction at the time and point of need.

In the first semester course (English 306, Rhetoric and Composition), students take a printed self-guided tour and complete the exercise included in it. The tour is designed to familiarize students with the physical layout of the Undergraduate Library and the basic procedures for finding and borrowing books, locating periodicals, and using the reserve collection. The exercise component makes the tour an active rather than a passive experience. Since students must actually use the card catalog, *Library of Congress Subject Headings* list, and other resources essential for locating materials, they must move through the library to each of the areas designated on the tour. Because their teachers correct the exercise,[3] librarians become students' "allies" in completing a teacher-made assignment. One of the goals of the orientation is to help students feel comfortable asking for assistance.

The tour is required, but instructors may choose their research assignment: either a short (five- to eight-page) research paper or several shorter themes. Each assignment is designed to help students master the same research skills objectives. Both options require the use of UGL Study Guides covering basic library sources (encyclopedias and other background tools, books, and periodical articles). To ensure a successful experience, students are strongly encouraged to choose a topic

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[3] There are ten versions of the tour, each with apparently different questions. The students do not realize that, on the multiple-choice answers, the letter for the correct answer is the same in each version. This arrangement facilitates grading by the instructor. Only one version is included in Appendix 1, beginning on page A3.

from lists of ideas suggested by librarians. These subjects are selected on the basis of current interest, the amount of published material available, and the topics' compatibility with the search strategy. Subjects are included only if the Undergraduate Library has adequate information at each step of the search. The lists consist of key words, such as "child abuse," followed by a series of questions intended to stimulate thinking about ways to restrict the topic. To support intensive demands for materials on these subjects, the library has added to the collection multiple copies of hundreds of titles.[4]

The time students spend in the library is structured by the Research Paper Worksheet which guides them through the steps of a literature search on the topic of their choice. The Worksheet is completed with the assistance of four UGL Study Guides[5] which correspond to the steps of the search. The Study Guides are more than lists of sources: they provide help in narrowing a topic, in selecting appropriate general and specialized encyclopedias or news summaries for background information, in using the *Library of Congress Subject Headings* list to find books in the Subject Catalog, and in selecting and using periodical indexes to find articles. When the Worksheet is complete, the students have compiled the working bibliography they use to write their papers.

During the second semester, students may take either Literature and Composition (English 307) or Rhetoric, Logic, and Expository Writing (English 308). The library assignments in each course require the use of UGL Study Guides for more specialized library resources, such as biographies, literary criticism, book reviews, newspapers, or statistics.[6] While instructors may choose from many options described in the syllabus, the objective of the library component is to reinforce and build upon the basic research skills acquired in the first semester.

Course-integrated instruction ensures that library skills are taught as an integral part of a regular academic course and are directed at students' needs as

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[4] The current lists of "Ideas for Topics" begin on page A9. The process of topic and collection development is described in chapter 8, "Resources Needed."

[5] These Study Guides, "Using the Library for Research," "Finding Background Information," "Finding Books," and "Finding Articles in Periodicals," and the Research Paper Worksheet can be found on pages A37 to A70.

[6] These Study Guides can be found on pages A71 to A106.

required by that course.[7] The use of printed materials frees teachers and librarians to spend their time with students in the most profitable way in class and in the library. The Worksheet and Study Guides present new material in manageable units at the time of need, encourage students to work at their own pace, and enable them to have hands-on experience at each stage of the literature search. While the research process is emphasized and familiarity with certain types of sources is required, students select, examine, and use only those materials most relevant to their topic. Within this framework of individualized instruction[8] there is flexibility to meet the requirements of the freshman English program as a whole, as well as to accommodate the particular needs of the instructors, students, and librarians involved.

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[7] In course-integrated instruction, the development of library skills to support the subject content of the course is an essential component of the course's goals. The course includes both library and subject matter objectives formulated by faculty in collaboration with librarians. Incorporating library instruction into the formal course structure differentiates this method from course-related instruction which is provided in response to the needs generated by a particular assignment. In the latter, the librarians' goal is to provide practical advice on how to find information needed for that assignment.

[8] Individualized instruction is a teaching method in which the learning task is broken down into clearly delineated steps or components. Study materials are produced which lead the student through the learning process step by step. Active responses from the student are required; feedback on the correctness of the response is provided. Students work at their own pace and at a time most suited to their needs.

III. Factors Shaping the Undergraduate Library's Instructional Program

A working relationship based on fundamental "agreement as to strategies common to basic writing and library skills"[9] has been established between librarians and teachers of freshman English at UT Austin. The freshman English library components have been modified and refined over the years as teachers and librarians have discovered what works best from their particular perspectives in the classroom and in the library; nevertheless, the present approach is identical to that first proposed to the Freshman English Policy Committee in 1975. (See page A117.)

The proposal was the product of a climate conducive to developing a large-scale program. The Instructional Program planned and initiated in 1975 was able to thrive because the Undergraduate Library was consciously striving to maximize its educational impact. Under the leadership of a new head librarian, the staff recommitted the library to the teaching role which in part inspired its creation thirteen years earlier. Irene Braden, in her study of the emergence of the separately housed undergraduate library, noted as one of the motivating factors the attempt "to make the library an instructional tool by planning it as a center for instruction in library use, to prepare undergraduates for using larger collections, and by staffing it with librarians interested in teaching the undergraduate the resources of a library and the means of tapping these resources."[10] As of 1974, a decade after the establishment of most undergraduate libraries, Passarelli and Abell could report no evidence that any undergraduate library had seriously taken up the challenge of teaching its users in a systematic, broad-scale manner.[11] Shortly after this article appeared, the UGL staff drew up a set of goals and objectives emphasizing the library's teaching function. The staff's success in implementing these goals is reflected in a 1978 follow-

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[9] James Kinneavy, "Bringing Freshmen to the Library," *The General Libraries Newsletter*, No. 3, (Winter 1977), p. 5.

[10] Irene Braden, *The Undergraduate Library* (Chicago: American Library Association, 1970), p. 2.

[11] Anne B. Passarelli and Millicent D. Abell, "Programs of Undergraduate Libraries and Problems in Educating Library Users," in *Educating the Library User*, ed. John Lubans, Jr., (New York: Bowker, 1974), p. 117.

up article on undergraduate libraries: Allan Dyson describes the UT Austin program as a model for others to emulate because UGL is "the library that seems most successful in reaching almost its entire population of undergraduate users," and because it makes such efficient use of its resources in doing so.[12]

A deliberate commitment to a *program* of instruction sets UGL apart from many other institutions. Library instruction is *not* a spare time activity sandwiched between reference, reserve, collection development, and other traditional library functions, but a basic service of equivalent importance. A new UGL head librarian, appointed in 1974, came to UT Austin with user education experience and the conviction that library instruction is an essential service. When the first reference vacancy occurred, the job description was rewritten to include responsibility for "planning and implementing a program of bibliographic instruction." The inclusion of the concept *program* had a profound impact on following events. It defined the dimensions of the library's teaching function and was a first sign that UGL intended to take that function seriously. Discussing library instruction within the context of a program gave it importance and put it on a par with other essential library services.

Regional directories of library instruction, like those put out by the California Clearinghouse on Library Instruction or the Southwestern Library Association, list many libraries where tours, talks to classes, slide-tape shows, and handouts are commonplace. Few of these libraries have library instruction *programs*. The presence of such activity does not imply the existence of a library instruction program any more than the availability of first aid suggests the existence of a complete health care program. In many libraries, user education is still an *activity* which is pursued informally on a one-to-one basis or formally upon demand and as time permits. In contrast, a program, according to Webster's 2nd, is a "plan or procedure: a schedule or system under which action may be taken toward a desired goal." A commitment to a program implies a structure with objectives, evaluation, and accountability. What preceded the formal structure at UGL, however, was an informal meeting of minds.

Missing in descriptions of most other programs and their objectives is a discussion of their philosophical underpinnings. The existence of divergent philosophies of library instruction is not always openly acknowledged. In the literature, librarians

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[12] Allan J. Dyson, "Library Instruction in University Undergraduate Libraries," in *Progress in Educating the Library User*, ed. John Lubans, Jr. (New York: Bowker, 1978), pp. 100-101.

involved in user education have ignored these differences; in practice, however, their assumptions about library use, library users, faculty, the curriculum, and how and why people learn underlie every decision related to library orientation and instruction. These assumptions determine such decisions as when and whether tours will be given, in what form, for whom and by whom, what will be included and in what detail.

Development of a philosophy of user education forged the UGL staff into a team and gave them a firm common ground on which to build the Program. This philosophy, a compendium of theory, fact, and conviction, is the system of motivating concepts, principles, and values which has shaped the Program's goals and objectives, the methods and materials used for instruction, and decisions about hiring and about how staff spend their time. The premises on which the UGL Instructional Program has been built are as follows:

1. Library instruction is an adjunct to reference service, not a substitute for it, and vice versa.
2. For all but the student of library science, the library and its contents are not the object of study but the means to further one's knowledge about other subjects. Therefore, the teaching of library skills must be coordinated with instruction in academic subjects.
3. A library component must be an asset to the course content, not an imposition or a marginally related assignment.
4. Library skills must be taught in conjunction with a class assignment which requires their application, rather than in a motivational vacuum. The *teacher*, by making and grading the assignment, creates the student's *need* to learn.
5. Both orientation and instruction are most effective when provided at the time of user need.
6. Collaboration with faculty in the development and implementation of a user education program is a key factor in ensuring its success and viability.
7. When librarians approach faculty as colleagues and equals, they are treated in a like manner. The expertise librarians bring to their teaching role and the contribution they can make to the curriculum need no justification.
8. Librarians should maximize the impact of the time they have available for

user education by working towards formal goals and objectives as efficiently and effectively as possible.

9. No program should be developed in an informational vacuum: a realistic *needs assessment* is essential. Teachers, students, and librarians share many misconceptions about students' level of expertise.

10. Evaluation is an important component of any instructional program, to ensure that the teaching methods and materials used help students achieve the stated objectives.

11. User education is a *continuing* process. Instruction in basic skills lays the foundation for more discipline-oriented instruction at appropriate stages throughout the student's years at the college or university.

12. It is more important to teach many users basic skills than to teach a few users extensive skills.

13. Reinforcement is necessary if newly attained research skills are to be retained and developed.

14. Teaching types of sources and why and how to use them is more useful than teaching specific titles and their individual characteristics. The goal is to teach students the *process* of searching for information, not the content of particular books.

15. Instruction is more effective when students actively participate in the learning process. Therefore, they need hands-on experience with the types of sources taught at each stage of the search.

16. Jargon and superfluous details which do not contribute to the satisfaction of information needs detract from the effectiveness of library instruction.

17. Orientation is a two-way street. The library has a responsibility to orient itself to users by facilitating both physical and intellectual access to information. This premise has implications for library organization, procedures, and signage.

18. While guided tours provide an opportunity for students to meet a librarian, this method of orientation teaches little, requires an inordinate amount of staff time, and disrupts library service. Self-guided tours are more effective because students take an active role in the learning process and

they can tour the library at their own pace. When a self-guided tour is available, librarians are justified in (tactfully) refusing to conduct tours.

19. If librarians are to benefit from others' experiences, they must critically examine the instructional materials and methods tried elsewhere.

IV. Laying the Groundwork for a Program

An ambitious plan of action was required to implement the staff's philosophy of user education. The Undergraduate Library laid the groundwork for the Instructional Program in a variety of ways that included setting goals for the library, revising staffing patterns, defining the Program's audience, writing instructional objectives based on student needs, and making faculty contacts.

Goals Statement

One of the first steps was to write a goals statement outlining the library's mission, its overall objectives, and performance goals for each section (Reference, Instructional Program, Collection Development, Audio, Circulation, and Reserve). The statement was the product of the collective efforts of librarians and section heads working together over a period of several weeks. Goal determination helped the staff learn to operate together as a team. Experiences, knowledge, observations, and assumptions were pooled, scrutinized, and debated; the end product was an operating philosophy all staff members were actively prepared to support. The library's overall mission was defined as "providing access to information...through services and instructional programs consistent with the goals of the General Libraries and of The University." A specific objective was "to provide an instructional program to orient (lower-division) undergraduates to library services and facilities and to develop students' skills in making use of library resources to meet their information needs."

Reorganization

In conjunction with setting goals and objectives, the library's operations were examined to see whether staff could be used more effectively. Shelving and filing procedures were streamlined. Tasks such as filing revision, maintenance of college catalogs, serials control, and supervision of student pages, formerly handled by librarians, were transferred to clerks or paraprofessionals. Daily professional staff work session/staff meetings were instituted. The reference desk ceased to be a staff work area and became *exclusively* service oriented. Librarians and library assistants scheduled at the desk were expected to spend their time on their feet providing active and assertive assistance. Job descriptions were revised to reflect these changes

in organization, procedures, and priorities. Important innovations were the inclusion of bibliographic instruction responsibilities in each librarian's job description and the re-assignment of support staff from other sections of UGL to the Instructional Program.

Definition of the Audience

Much of the time re-allocated through organizational change was used to initiate a program of library instruction, one of UGL's top priorities. The ideal was to plan a program which would have an appreciable impact on library use, despite the seemingly overwhelming ratio of over 32,500 undergraduates to a professional staff of six (and only three librarians could devote substantial time to instruction). Prior to 1975, the Undergraduate Library's experience had proven that librarians responding to requests rather than initiating them could reach only a tiny fraction of the library's user group, and these in a most haphazard manner. Librarians can easily spend all the time they have for instruction giving tours and presenting one-session "bibliographic first aid" to a few classes. A more effective way of using librarians' time and the library's teaching resources needed to be found and a plan of action and written objectives had to be developed.

A first step was to define and limit the audience on which the library would focus its instructional efforts. Since other, more specialized libraries on campus share the responsibility for user education, the Undergraduate Library could concentrate on lower-division students. If UGL could somehow provide library orientation and instruction to the bulk of this population, faculty and librarians working with upper-division students could assume a certain level of library skill and build upon that foundation. Considering the staff's philosophy of user education, it was determined that the most efficient ways to teach the largest number of students are through point-of-use instruction and through a required course in a discipline, preferably one with a standard syllabus. At UT Austin, the ideal course is freshman English. Work began on developing printed and audio-visual point-of-use materials and on learning more about the content and mechanics of freshman English.

Written Objectives

Written instructional objectives were an early priority. They were influenced by the staff's own preconceptions about what students "should" know, as well as the ACRL Bibliographic Instruction Task Force's model objectives for bibliographic

instruction.[13] Since the Undergraduate Library is primarily responsible for services to lower-division students and the administration was interested in initiating more user education library-wide, UGL did not have to cover all the research skills which students might need throughout their university careers. The instructional objectives drafted by UGL librarians reflected a decision to try to bring the skills of all lower-division students up to a basic level. These objectives acquaint students with UGL and its relationship to other libraries on campus, and enable students to plan and conduct a subject search, moving from background sources to the *Library of Congress Subject Headings* list and card catalog, to periodical indexes.

As work on the Instructional Program progressed, the objectives were honed and reordered as more was learned about the actual level of student skills. Experience brought a more realistic analysis of student needs and faculty expectations which tempered the predilection librarians seem to have for "information overload." The UGL staff learned to ask themselves how important various details and explanations were to students' actual ability to find desired material.[14] The result has been a program centered on students' real needs, rather than on a watered-down library school curriculum.

Student needs were assessed informally through librarians' observations at the reference desk and through conversations with faculty. Formal assessment included a library skills test, examination of students' research papers, and campuswide faculty and student surveys conducted fall semester 1975 by the General Libraries User Education Committee. (A copy of the surveys and a complete summary of the results can be found in *A Comprehensive Program of User Education for the General Libraries.*[15])

Faculty Contacts

UGL librarians have made it a policy to take the initiative in contacting instructors. Students' research skills are generally taken for granted even by those

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[13] "Toward Guidelines for Bibliographic Instruction in Academic Libraries," *College and Research Libraries News* 36, no. 3 (May 1975): 137-139, 169-171.

[14] Pages A121 to A123 include the Program's objectives for fall 1975 and its current ones.

[15] *A Comprehensive Program of User Education for the General Libraries, The University of Texas at Austin* (Austin: The General Libraries, 1977). (This publication is available for $5.00 from Publications, The General Libraries Office, PCL 3.200, The University of Texas at Austin, Austin, TX 78712.)

faculty whose interest in student use of the library is reflected in their library-related assignments. Librarians have had little difficulty in demonstrating, through survey results and through the instructors' own library assignments, that students lack the necessary background to do college-level research. By approaching faculty as colleagues, librarians have been able to convince most instructors that the library can assist them in achieving their own instructional objectives by upgrading students' library skills. The climate of cooperation engendered by these contacts between librarians and individual faculty members provided the entry point for the Instructional Program into the curriculum.

V. Development of Course-integrated Instruction

The proposal outlining the Instructional Program's goals and methodology, presented in spring 1975 to the English department's Freshman English Policy Committee, was not introduced in a vacuum. In the preceding semester, cooperation was initiated between UGL librarians and the faculty supervisor of a group of teaching assistants (TAs) who were piloting an experimental second semester syllabus. This syllabus, unlike its predecessors, included a theme that required library use. The research paper requirement was a promising development, but librarians noted problems arising both from the methods teachers used to familiarize their students with the library and from the research topics suggested in the syllabus. Consequently, students were becoming more rather than less frustrated using the library. The high visibility of students wrestling with an orientation exercise which involved labeling blank maps of the reference area and answering ambiguous questions like "Where are the geography books?" sparked a dialogue between librarians, English teachers, and administrators which continues today. This dialogue has called for give and take, listening and learning on both sides; with it has grown the conviction of all involved that the best library instruction is the product of many minds and perspectives.

When the English department's experimental syllabus was first piloted fall semester of 1974, a librarian contacted the TA supervisor of the thirteen sections using it to discuss the problems associated with the assignment and to offer assistance. Since the semester was already well advanced, there were few methodological options. Library lectures geared to students' topics were scheduled: their aim was to discuss specific sources needed to find material on the topics given in the syllabus. Because the topics had little in common either in subject or approach,[16] the lectures lacked cohesion and did not offer librarians an opportunity to teach skills, techniques, or sources students were likely to need most often in the future. As a temporary solution the lectures were "first aid" which helped students deal with a specific assignment. They lessened student frustration but did not achieve the syllabus' (unstated but implicit) goal of teaching effective library use.

By the beginning of the next semester (spring 1975) the library staff recognized

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[16] Suggested topics included "What happened the day you were born?" and "Select an old (pre-1955) movie and compare its reception then, through reviews, with its impact now."

the nature of the challenge presented by the experimental syllabus. The Freshman English Policy Committee would soon be deciding whether to adopt it permanently for all regular sections of English 307 (second semester freshman English), which would involve as many as 120-140 sections a semester. Given the department's apparent willingness to include a library experience in the curriculum, UGL staff had an opportunity to influence the nature of the assignment. The original assignment exposed students to the library, but failed to provide the appropriate framework for teaching a body of library skills. There was no lead time to rework the assignment for the current semester, but it could be modified before being adopted permanently for the next academic year.

Spring semester 1975 was, therefore, an exciting and demanding period for the UGL instruction staff. Before attention could be directed wholeheartedly to future instruction, the immediate problem of orienting students to the library had to be resolved. Given the circumstances, a printed self-guided tour seemed an obvious solution. A guided tour was out of the question: librarians were convinced their limited time could be spent more profitably on library instruction, and the large number of students and the congestion of the reference area made group tours unfeasible.

The drawbacks of library lectures were fully realized that spring of 1975. Librarians covered the basics of research strategy, the card catalog, and periodical use in the lectures, even though no student had a topic necessitating use of everything discussed. During semester break, short bibliographies listing the specific sources useful for each topic had been prepared. Students were referred to these handouts at the end of the lectures. Although evaluations from students and teachers showed the lectures were well received, librarians doubted their efficacy. Too many concepts, sources, and techniques had to be presented; educational research indicates it is unwise to introduce more than about three new major ideas in a lecture presentation of this sort.[17] Moreover, the skills were not reinforced by *application*. Even without these shortcomings, scheduling over a hundred lectures a semester in the future was logistically impossible. The library did not have sufficient staff both to cover the reference desk and to give scores of lectures during the few weeks when all of the sections would be working on their research assignments.

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[17] Donald E. Broadbent, "The Magic Number Seven after Fifteen Years," in *Studies in Long Term Memory*, ed. Alan Kennedy and Alan Wilkes (New York: John Wiley, 1975), pp. 3-18.

While librarians worked within the limitations of the existing experimental syllabus, they also brainstormed to devise a more practical library assignment for future students. As the semester advanced, an understanding was reached regarding the criteria a revised library assignment should meet. It should 1) be related to the course's composition objectives; 2) teach the basic library skills which would equip students to undertake future college research projects; 3) appeal, as the original topics had attempted, to students with a variety of interests; 4) be suitable for as many as 120-150 sections a semester; 5) not make inordinate demands on the resources of English teachers, librarians, the English department, or the Undergraduate Library.

These guidelines and the impracticality of lectures were among the considerations in mind when the instructional librarians met with the TA supervisor to discuss the future of the syllabus and the library's role in it. After much discussion, the Program took shape: a print-based approach, growing out of topics selected and screened by librarians. Such an approach would teach students what they needed when they needed it, and would not require the active participation of librarians in the classroom. The plan was taken to the incoming Director of Freshman English whose enthusiasm, interest, and support were instrumental in integrating it into the syllabus. He arranged for UGL's head librarian and the librarian recently hired to coordinate UGL's Instructional Program to present their ideas to the Freshman English Policy Committee.

Most committee members were receptive to the library's proposal, although a few individuals voiced reservations which have resurfaced periodically. The main objections were that 1) library skills should be taught in a separate course; 2) a library-oriented unit in the syllabus would take time away from composition; and 3) a research paper on a topic of the student's choice would not fit in well with the course's other themes, most of which were outgrowths of short stories in required texts.

The librarians responded to the first of these objections by pointing out the logistical problems inherent in setting up a separate course; the administrative difficulty of getting approval for a new course added to the curriculum; the need for sponsorship by another department since the library cannot grant credit; the necessity of making such a course a requirement so it would provide all students with the same basic level of library skills; and the lack of sufficient teachers or funding to schedule the numbers of sections needed for a required course. More important than these obstacles, however, was the librarians' belief in the value of teaching research skills in conjunction with writing, rather than in a vacuum. The incoming Director of

Freshman English and the faculty members responsible for the new syllabus also recognized the importance of teaching students to find information as a corollary to teaching them how to communicate more effectively. When the results of the General Libraries Faculty Survey came out the next year, the library's position was bolstered: the faculty university-wide expressed a definite preference for teaching library skills in the context of a required course such as freshman English.[18]

While it could not be denied that adding a library unit to English 307 would take some class time, librarians emphasized the benefits of the instruction, the time-saving features of the proposed print-based program, the self-paced nature of the research worksheets, the library's willingness to provide students with help on particular problems and instructors with assistance in evaluating students' research. In practice, as the Program has evolved, teachers have found that the library unit is not as time-consuming as they had feared, particularly after they have taught it once. Some teachers take considerable time to discuss research techniques in class; others make it their students' responsibility to cover the assigned material independently.

The librarians found themselves in the midst of departmental differences regarding some instructors' objection to assigning a research paper on a non-literary topic in a course labeled "Literature and Composition." More logically the library unit belonged in the first semester course, "Rhetoric and Composition," both because most students took it soon after they arrived on campus and because its readings and assignments were more varied. However, the first semester syllabus was firmly established: it was not being revised at this time. UGL librarians recognized the importance of introducing library skills into the curriculum even though the circumstances were not ideal. Therefore, they embraced the precedent set by the authors of the experimental syllabus who had deliberately suggested non-literary topics, knowing few students would be doing research on literature in the future.

The next year (fall 1976) when the library research paper was removed from the second semester and included in a new first semester syllabus, the library was caught in a backlash. After teaching the research paper in the second semester course, many instructors now objected to the substitution of shorter research themes more related to the course's literary content. A compromise was worked out by a joint library/ freshman English subcommittee which devised another option for the second semester

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[18] *A Comprehensive Program of User Education for the General Libraries*, p. 7.

research papers, based on the *subject* content of some of the short stories in the required readers.

With the library units established in the freshman English syllabi, the librarians assumed the Program would then require minimum on-going attention, allowing them to focus their instructional efforts on other courses. Instead, experience working with students and faculty, and results of numerous evaluations have led to a continual and demanding refinement of the content of the library units and the materials. Compromise has characterized the development of the Program's objectives, materials, course syllabi, and methods of orienting teachers.

Expectations

The major compromise has been in expectations. Although the Program was founded on the belief that students should learn only what they need and not become amateur librarians, it soon became apparent that too much was expected. Experience over the course of the Program's first semesters challenged the staff's assumptions concerning the amount of detail students need to master in order to find desired material, the number and range of sources their teachers expect them to consult, and the level of source material freshmen can use effectively.

Requiring students to use specialized sources (biographical dictionaries, statistical sources, government documents) for the basic research paper proved to be beyond their needs for the scope of the paper and for the time available to complete the assignment. When students were required to use specialized indexes, their bibliographies and footnotes did not contain references to these materials even though the worksheets showed they had used them. Follow-up revealed that the students could not understand the articles once they had found them. The librarians were unrealistic in expecting so many citations and such a wide range of sources in the final bibliography of a five- to eight-page paper. Consequently, the library unit has been modified by changing perceptions of what students at this level *should* know and how much material *could* be covered in a semester. As a result, the first semester research assignment concentrates on basic library sources; assignments requiring the use of more specialized sources are part of the syllabi for both second semester courses.

Instructional Materials

Changing expectations have also influenced the evolution of the Program's publications. Their format, language, and content have been revised to some extent each

year, as more has been learned about student needs and abilities. The major changes are described below.

1) Self-guided Tour

The main drawback of self-guided tours from the faculty's point of view was the teachers' need to verify that students actually took the tour. Although the librarians initially thought the addition of an exercise was unnecessary, they developed a means of verification as a compromise: students picked up an evaluation form at the reference desk when they completed the tour. They handed in the evaluation to their teachers who returned the forms to the library for analysis. The responses not only confirmed the tour's acceptability to students, but also furnished many suggestions which were incorporated into a revised tour.

When the librarians' need for evaluation passed, instructors still wanted "proof" that students had taken the tour. Consequently, two options were prepared, an in-class quiz and an exercise to be completed while taking the tour. The quiz was designed to reinforce key points on the tour through extensive explanations on the answer sheet. The exercise reinforced key points by requiring students to use essential resources, such as the Subject Catalog, the Location Chart, and the Serials List. Since offering two options resulted in confusion, the quiz was abandoned after a year; librarians have concluded that the exercise provides greater student involvement in learning. The separate exercise has since been incorporated into the tour so students have fewer pieces of paper to handle. (There are ten versions of the tour, each with apparently different questions. One version is included in Appendix 1, beginning on page A3.)

2) Study Guides

The original Study Guides on basic resources (encyclopedias, the card catalog, and periodical indexes) were distributed to students one at a time, in search strategy order. Each Study Guide had a worksheet which was designed to lead the student through the use of the materials and to give the teacher a means of checking student progress at each step of the search. The fourth Study Guide ("Using the Library for Research") summarized the steps of the research strategy and referred students to Study Guides for more specialized sources. Using the Study Guides and worksheets, students developed the working bibliography for their research papers.

While the one-step-at-a-time approach is the basis for individualized instruction, students and teachers were seeing each step in isolation; the concept of search

strategy was being lost. Moreover, teachers were complaining about the amount of time taken by the unit and the amount of paperwork involved. Some students were more interested in pursuing research on their topic than in completing each worksheet as it was distributed; others were spending too much time on each type of source, thinking they had to find all the encyclopedia articles on their topic. Although the original intent had been to concentrate on the *process* of searching for information rather than the content of particular books, it became evident that *sources* were the focus.

By placing the search strategy first, it was possible to re-orient the Program and the Study Guides to emphasize kinds of information needed for a specific purpose, rather than kinds of sources needed for specific information. The contents and language changed to reflect this shift, as this change in titles indicates: "Using Encyclopedias for Research" became "Finding Background Information;" "Using the Card Catalog" became "Finding Books;" and "Finding Periodical Information" became "Finding Articles in Periodicals." Jargon and irrelevant details were omitted in response to a clearer understanding of student needs. What began as traditional bibliographies of different types of tools have evolved into decision-making aids.[19] The information in each guide is designed to help the student select sources appropriate to his or her topic. The Study Guides also include information the teacher might not cover, such as methods of narrowing a topic, taking notes, and documenting sources.[20]

3) Worksheets

When the search strategy became the key factor, the worksheets for the basic Study Guides were combined and re-formatted to emphasize the concept that each step in the research process builds upon the preceding steps. The Research Paper Worksheet explains the purpose of the search strategy, includes space for each teacher to set a timetable for completion, states objectives for each stage of the search, and leads

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[19] The UGL Study Guides can be found on pages A45 to A106. To illustrate the change in emphasis described here, pages A109 to A114 contain the 1975 edition of the Study Guide "Using Encyclopedias for Research" and its worksheet. Compare it to the 1980 edition of "Finding Background Information" which begins on page A53. Note the difference in the annotations of the sources listed.

[20] In developing the Program, the librarians made a conscious effort not to intrude on what they perceived as the English department's territory. From hard experience and from student and teacher evaluation responses, it became clear that responsibility for certain areas had not been assumed by teachers or librarians, namely, teaching such skills as narrowing a topic, formulating a thesis statement, note-taking, and recording bibliographic information.

the students through the steps, with spaces to record the process. (See pages A37 to A44.) This format provides a record of sources consulted rather than a step-by-step documentation of how the sources were used. A single worksheet has reduced the amount of paperwork for students and teachers and has provided more flexibility in scheduling the research paper. Teachers can pace the assignment over the course of the semester or require its completion within a few weeks. In addition to providing students with feedback on their progress, by checking the Worksheet and bibliography and note cards, teachers also guard against plagiarism and "bought" research papers.

4) Point-of-use aids

In addition to serving as the foundation for course-integrated instruction in freshman English, the Study Guide series is used for point-of-use instruction in the library. The Study Guides are displayed in the reference area in plexiglass holders mounted on a wall mural that illustrates search strategy. Where appropriate, they are also placed on the index tables with the sources they describe.

Printed explanations of some reference works have replaced instructions in the Study Guides. Posting an explanation with a particular tool cuts down on the length of the Study Guides and simplifies their purposes. (Currently, printed point-of-use aids have been developed for *Editorial Research Reports*, *The Monthly Catalog*, *Essay and General Literature Index*, the *Oxford English Dictionary*, and *Newsbank*.)

5) Audio-visual materials

Initially, the development of instructional materials was limited to print because of practical considerations: expense, preparation time, equipment, and staff. However, the librarians acknowledged the desirability of a variety of formats to suit individual learning styles and teacher preferences. Ultimately they hoped to produce audio-visual programs which would supplement the printed materials and would offer instructors and students in the classroom and individuals in the library an alternative means of instruction.

The first of these efforts was the production of a six-minute videotape on search strategy in 1976. It was designed for classroom use to ensure that teachers would accurately introduce the search strategy. Recognizing their lack of technical expertise, the librarians sought professional assistance. The campus television facility staff produced the program using a script written by librarians. The narration was provided by a student from the speech department.

While the technical quality was acceptable, it was not of the caliber of commercial television. Apart from this consideration, the video format had other drawbacks. It could not be updated easily when the titles of the Study Guides changed. Moreover, the amount of staff time involved in preparation and production far outweighed any instructional benefits. The problem in scheduling the program, however, proved to be the biggest disadvantage and finally brought about its doom. UGL had no video playback facilities at that time, so the program had to be scheduled for classroom viewing by way of closed circuit television, one week in advance. With the number of sections needing to view it in this manner, scheduling difficulties were insurmountable. Therefore, after two semesters, the videotape was eliminated from the Program.

At about the same time, two audiotape point-of-use aids were prepared for *Readers' Guide* and *Essay and General Literature Index*. The tapes, along with the printed examples, were set up next to the indexes. They were clear, short, and professionally done. Nevertheless, because of the staff's style of reference service, the librarians were unwilling to send a student to a machine as long as they were available to explain the source themselves. Students were often approached for assistance before they had time to find and use the tapes. Occasionally, when users were lined up waiting for reference assistance, a student would be asked to listen to the explanation and come back if it was not helpful. Evaluations revealed that the primary users of the tapes were library school students listening to them as a class assignment. After two years of non-use, the audiotapes were removed from the reference area. Later, a printed guide to *Essay and General Literature Index* was developed. The use of *Readers' Guide* was already covered in the Study Guide "Finding Articles in Periodicals."

These abortive attempts at using audio-visual materials, and the time and skill considerations which have precluded further exploration in this area have led to a firm conviction that, in this situation, a print-based approach is more practical. Furthermore, printed materials have several advantages in individualized instruction: 1) they can easily incorporate active responding; 2) they can be revised easily; 3) they do not require technical expertise for production, although a graphic artist is an asset; and 4) the student can have a copy. The use of audio-visual materials may be appropriate in other circumstances which are yet to be explored by the UGL staff.

Course Syllabi

Because of the number of sections of freshman English courses offered at UT Austin and because of the department's reliance on teaching assistants, instructors are issued a uniform syllabus that details both required material and teaching strategies. The library components of these course syllabi have required revision as the library skills objectives and the instructional materials have evolved. Apart from these modifications, the major change in the research paper assignment has been the flexibility with which it is used.

The librarians realized that reaching the students through the teacher and through printed materials left room for problems to develop, primarily that teachers might not devote enough time to the research paper. To forestall this possibility and to alleviate a potential overload on UGL's facilities, the original syllabus included a control mechanism designed to ensure that teachers paced the assignment over the course of the semester. A rigid timetable detailed the specific two- or three-week span during which each step of the process was to be completed. Teachers were assigned different starting dates. The result was chaos in the reference area, at the circulation desk, and in the stacks. Thousands of students were simultaneously competing for the same reference materials, reference staff assistance, and books on the suggested topics. At the same time, the library was hit with an unexpected shortage of clerical assistants needed for shelving books. Teachers were confused by the schedule and resentful of its imposition. The effort at control worked neither to the advantage of the librarians who had initiated it nor to that of teachers and students. Needless to say, the rigid schedule has been abandoned. The course syllabus has been changed to suggest only the basic amounts of time needed for each unit.

Librarians have also modified their attempt to control the teachers' methodology by moving some information from the syllabus to the Study Guides. In addition, the course syllabus has been revised to emphasize teaching options and student problem areas. General guidelines for evaluating students' research have replaced a specific number of citations required from each type of source. The length of the library unit in the syllabus has varied as a result of these shifts in emphasis and as the librarians have moved to other methods of orienting teachers.

While many of the syllabus changes have been initiated by the librarians in an effort to improve the Program by incorporating what has been learned from experience,

others have been necessitated by the English department. Some of these decisions, such as moving the basic research paper to its more logical context in the first semester course, have greatly benefited the Program. Others have taken time which the librarians had hoped to devote to other projects. Although the close relationship the Instructional Program staff has established with the English department has been one of the most important elements in the Program's success, it has also required the flexibility to respond to departmental decisions to rewrite syllabi or to change the curriculum.

Orienting Teachers

The Program's implementation has depended on librarians working closely with classroom teachers. In the early semesters of the Program, librarians had meetings with English instructors to explain the library component and to distribute materials. The hidden agenda, which was eventually perceived by the librarians to be the more important, was to familiarize the teachers with some of the materials which they would be introducing to their students, and to generate enthusiasm for the Program. Later studies and experience at the reference desk indicated that there was a strong connection between the enthusiasm of the teacher and the student's attitude toward the assignment.

After a few semesters, experienced teachers resented the time taken by the meetings and the approach was changed. Now librarians meet only with new teaching assistants enrolled in a teaching methods course. The TAs are given the rationale for the Program, introduced to techniques useful in teaching the research paper, alerted to possible problems and how to avoid them, and given the criteria for evaluating library research. A memo is sent to experienced teachers to remind them of the assignment and to explain any new elements in the Program. Library clerical staff prepare classroom sets of materials and deliver them to the Freshman English Office, where instructors pick them up as needed.

Summary

In retrospect, the assumption that, once established, the freshman English Instructional Program would run itself was unrealistic. A program of this size must continue to evolve as student and faculty needs change and as teachers and librarians become more skilled at identifying appropriate objectives, methods, and materials. This continual refinement over the past five years, while time-consuming, has resulted

in a program that is structured enough to provide students with a successful library experience, yet flexible enough to accommodate individual teaching styles.

VI. Evaluation

What are the immediate and long-term impacts of the freshman English library component? Is the method the library has developed worth pursuing, or should an alternative be found? Are students learning what the Program is trying to teach? What problems do students and teachers encounter? How can the Program be improved? Answers to these and related questions have been sought through numerous evaluations. Over the years evaluation has taken many forms: objective tests, essay questions, attitude surveys, interviews, questionnaires, and examination of student papers. The usefulness of the different approaches has varied considerably, not only in relation to the effort required to construct, administer, and analyze them, but also in relation to the types of questions they can be expected to answer.

The importance of building evaluation into the Program was recognized from the start. The literature on library instruction, then as now, emphasized the degree to which librarians had been neglecting evaluation. This criticism was taken perhaps too much to heart. Evaluation efforts took up an inordinate amount of time. The task proceeded on a trial and error basis, impeded by the library staff's lack of knowledge of evaluation procedures and statistics, and academic consultants' lack of knowledge of library instruction. Formative (process) and summative (product) evaluations were undertaken simultaneously.[21] The staff attempted to collect diagnostic data and information which could be used to improve instructional materials and methods, as well as evidence which could establish that the Program was both necessary and successful.

In retrospect, the librarians' expectations regarding evaluation were far too ambitious. When the Program got underway the staff had the mistaken notion that support from the English department, individual teachers, and top level library administration hinged on the provision of "scientific," hard, quantifiable data. No demand for such hard data arose, however. The need for instruction was never questioned. Once the library units were in the syllabi, they were accepted as an ongoing part of the freshman English curriculum by both the department and the library administration. Materials

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[21] Formative evaluation is undertaken during the development of an instructional unit to identify problems in the instructional design. Results are used to improve the educational process. Summative evaluation is carried out after completion of an instructional unit to determine its effect on student learning. Here the emphasis is on the unit as a product.

and methodology were not challenged. Refinements in the content of the units and the materials were of great interest to librarians but of little importance to the teachers. The controversies which did arise related to how much time the units took and how much should be covered in each of the two semesters. Although the English department did not see a need for continued evaluation, they cooperated with initial evaluation attempts, but did not want class time devoted to tests or questionnaires except on a volunteer basis. As the librarians' efforts continued, the department finally asked them to postpone further evaluation a semester or two.

Objective Testing [22]

The overall objective of the library's early evaluation efforts was to develop and standardize a test which could be used as a pre-test to interpret the needs of incoming students and as a post-test to demonstrate that the library component of freshman English was an effective method of teaching these students essential library skills. As experience proved the impracticality of this scheme, the librarians gained a more profound understanding of the implications of their own library instruction philosophy and the dynamics of teaching library skills as a means, not as an end in itself.

Much time was devoted to constructing an objective pre- and post-test of library skills during the Program's first year. The flaws in commercially available tests and the quizzes being used by other libraries were readily apparent. These tests expected students to master jargon and bibliographic trivia which had little bearing on the process of finding information. It was further recognized that, in order to be an accurate evaluation tool, the test which UGL staff developed had to correspond to the Program's objectives. The difficulty experienced in developing test items which addressed objectives like those requiring familiarity with both general and specialized encyclopedias and indexes should have been an early clue that this method of evaluation was unfeasible.

In spite of the difficulties encountered over the course of several months, a fifty-item multiple choice test was developed. An educational psychologist from the University's Center for Teaching Effectiveness worked closely with the library staff in

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[22] Initial results of objective testing were previously reported by Susan Burton in "Objective Tests as an Evaluation Tool: Problems in Construction and Use," in *Library Instruction in the Seventies: State of the Art*, ed. Hannelore B. Rader (Ann Arbor: Pierian Press, 1977), pp. 99-103.

constructing and piloting the test. Care was taken to provide reasonable distractors (incorrect choices) for each item. Individuals with varying degrees of experience in using libraries were interviewed after taking the test in order to identify points of confusion. During the test's trial period, many items were eliminated because they were either ambiguous or too obvious. The test's internal validity was established by computing the effectiveness of each item in discriminating between high and low scorers.

After being piloted and revised, the test was ready for use as an evaluation tool during the Program's first two semesters, fall 1975 and spring 1976. Slightly different versions were administered as pre- and post-tests to control and experimental sections of freshman English each semester. The objective was to determine what effect the experience of writing a research paper with the assistance of UGL Study Guides and worksheets had on what students knew about library use, as reflected in their test scores.

Both semesters the library staff found four instructors who were each teaching two sections and who were willing to designate one section as a control group and the other as an experimental group. All groups were assigned the Self-guided Tour and a research paper. Only the experimental sections received library Study Guides and completed worksheets as part of the assignment. In order to ensure uniform conditions, librarians administered the tests and gave each section the same explanation: the library was using these tests to determine what skills students at UT Austin needed to develop to use campus libraries more effectively. Teachers were requested not to tell students they were involved in an experiment. In addition to taking the pre-test, students filled out a questionnaire about their previous library background. At the end of the semester, they completed a questionnaire regarding their experience doing the research for their paper.

Despite the care taken in constructing the test and in setting up the experimental design, at semester's end very little information of practical value could be drawn from the results. The test scores were analyzed up, down, and sideways, manually and by computer, producing reams of figures and correlations which revealed nothing either about students' actual ability in finding information in a library setting or about the success of the Program in improving their ability.

The test scores proved impossible to analyze in any meaningful way. Since not all test items dealt directly with the Program's objectives, a simple comparison of

pre- and post-test scores was not sufficient for evaluation of the Program. Scores on individual items had to be isolated for comparison. The task of analyzing test results was made overwhelmingly complicated by the need to separate scores on items dealing with points stressed in the curriculum and reinforced in the worksheets from those covered in the tour, briefly discussed in the Study Guides, or assumed to be general knowledge. The folly of attempting to use the same tool both to diagnose needs and to evaluate a particular program was revealed when the staff bogged down in paperwork.

Test results were confusing. During the first semester, both the control and experimental groups taught by instructor A did better than the experimental group taught by instructor B. There was little difference in the scores between instructor B's two classes. The influence of individual teachers became apparent when librarians talked to the instructors and examined students' papers.

Instructor A said he had felt guilty about not giving his control students the library handouts and admitted he had passed along some of the contents orally in class. Instructor B said he had not spent class time on the research paper with either group. When he gave the research paper assignment, he distributed the library materials to the experimental group and *may* have mentioned to the control group the availability of handouts in the library. Though the test scores for both his classes were similar, instructor B said he could see the effect of the library program reflected in the experimental group's papers. In comparing student papers from B's two sections, librarians found that, as a rule, the experimental group had been awarded higher grades; however, the bibliographies of B's control and experimental groups were uniformly disappointing in the librarians' eyes. The bibliographies from A's two classes were marginally better, but the range and level of sources used showed a lack of sophistication which surprised librarians. At this point plans for using citation analysis to evaluate the Program were abandoned. Although determined impractical at the freshman level, citation analysis may be more appropriate where students' subject expertise is less rudimentary.

The next semester the library staff tried, insofar as possible, to control some of the variables that had complicated the picture earlier. During the first semester, questions had arisen regarding the effect on test scores of reference help in the library, Study Guides available in the reference area, and the amount and content of classroom discussion on the research paper. This time the control groups [illegible]nly a tour and were not assigned a research paper. The post-test scores of co[illegible]d

experimental groups both improved significantly, though the experimental groups improved more. Furthermore, though the improvement was statistically significant, in terms of the number of questions right and wrong on the pre- and post-tests, librarians found the results of little practical significance. Adding to the confusion was the discovery that, in the experimental sections, the quality of students' bibliographies, their attitudes toward the Program, and their subjective estimates of how much they learned did not necessarily correlate with their test scores. Advice in interpreting these results was sought from the Center for Teaching Effectiveness and other campus agencies, among them the Measurement and Evaluation Center and the Computation Center. Frustration prevailed in the face of varied opinions and contradictory advice. One practical result was an analysis of covariance that tended to confirm the individual instructor's impact on test scores.

The amount of time put into testing was out of all proportion to its utility. Further work could have been done toward isolating variables which might skew test results; for example, research assignments in other classes, amount of time spent in the library, and the influence of the tour. However, in light of some insights into the nature of testing of this kind and into the focus of the Undergraduate Library's Instructional Program, pre- and post-testing was abandoned after the first two semesters. Attempts to understand the implication of test results led to the belated recognition that *the ultimate concern of librarians and faculty is students' performance in the library, not their scores on a test.* Far more than any out-of-context test or quiz, the exercise which accompanies the Self-guided Tour, the Research Paper Worksheet, and the final paper and its bibliography reflect actual competence in using the library's collection and services.

The fatal flaw in UGL's objective test was that it lacked *external* validity. In administering the pre- and post-test, the librarians were evaluating students' short-term retention of facts and abstract procedures, rather than assessing students' ability to apply skills and concepts in an actual research situation. An objective test almost demands test items requiring specific titles, and the librarians had consciously rejected the notion that retention of specific titles was necessary. In fact, the Program's real goal was to affect ability to find information in the library and, therefore, content testing was not a valid method of evaluation.

Multiple choice, true and false, completion, and identification questions can be used to determine which details about reference works and library procedures students

carry with them into the classroom. However, these test items cannot measure changes in behavior or actual ability to use the library. No correlation has yet been documented between accurate recall and success in a real library situation. The amount of factual knowledge people need in order to have successful library experiences is yet to be determined. No one knows the extent to which people rely on context and visual clues to find information. A student's inability to distinguish between volume number and page number in an index entry included on a test does not necessarily mean he would not be able to find the periodical article in the library. Failure to arrange call numbers in proper sequence on a piece of paper does not guarantee failure to locate books on the shelves.

Although not useful as an evaluative tool, the objective test did have an influence on the Program. In addition to challenging librarians' assumptions concerning the amount of detail students need to master, test results alerted the staff to the important influence of teacher attitude on student performance. Classes starting with similar pre-test scores sometimes showed significant differences in the degree to which test scores improved. The librarians' response has been to make every effort to generate enthusiasm in the instructors, as well as to make them feel confident dealing with the Program's substance.

Questionnaires

The climate of opinion generated by the library units in the English department and in the classrooms had far more influence on departmental decision making than any paper-and-pencil measures devised by librarians. Questionnaires periodically sent out at semesters' end to check teachers' and students' perceptions of the Program verified general acceptance of the library units and of the methods used to teach freshmen basic library skills. Results also confirmed that the problems reported by students on their questionnaires were the same as those observed by librarians in their hours at the reference desk. The questionnaires brought few surprises, but did serve several important functions. First, the results documented the magnitude of certain trends, putting successes and problems into perspective. At the reference desk, twenty students having difficulty in following instructions can overshadow the thousands of students who are having no problem. Second, results provided data useful in revising the content of the library units and of the instructional materials. (These major changes have been described in chapter 5, "Development of Course-integrated Instruction.") Instructors' comments also included suggestions for teaching the

research paper which the librarians have incorporated into their orientation for new teachers. Finally, the open-ended comment section on the questionnaires provided the pats on the back and emotional rewards in a program in which contact between individual librarians, teachers, and students is necessarily at a minimum. Instructors and students consistently expressed positive feelings about their library experiences at the Undergraduate Library.

While seeking data and information which could be used to improve instructional materials and methods, the librarians also wanted to establish that students were learning what the Program was trying to teach. Summative evaluation based on elaborately designed tests and rigorously controlled experiments had proven inappropriate and unnecessary. Although the product of library use (in this case, the students' research paper) and the process used to arrive at it (the completed Research Paper Worksheet) are both evidence of students' short-term mastery of the course's library objectives, the staff was anxious to determine the Program's *long-term impact* on students' library behavior.

Consequently, a long-range evaluation of the Instructional Program was undertaken in March 1978: a follow-up survey was sent to currently enrolled juniors who had received library instruction as freshmen in English 307. (At that time, spring 1976, the research paper assignment was part of the second semester course.) The objectives of the survey were 1) to determine the long-term impact of library skills taught in English 307 on students' reported pattern of library use; 2) to document which library skills need more emphasis in freshman English; and 3) to identify departments in which upper-division students express a need for subject-oriented library instruction.

Juniors were selected for the follow-up because they had had two years of experience in using the library after receiving instruction in freshman English. Survey methodology was determined in consultation with staff from the Measurement and Evaluation Center. The Registrar's Office identified the population under study (juniors enrolled in spring 1978 who had taken English 307 in spring semester 1976) and provided a computer-generated mailing list. To select the sample from this list, every other mailing label was used. Each of the 915 questionnaires sent included a stamped, addressed return envelope.

Since the main purpose of the survey was to establish the long-term impact of the freshman English library component on students' library behavior, data were needed for experimental and control groups. The librarians had to compare the library behavior

reported by students who had received library instruction to the library behavior reported by students who had not participated in the Instructional Program. To this end, the questionnaire (see page A127) was constructed so that responses to three questions could be compared with those of juniors who responded to the 1975 General Libraries Survey of Student Opinion Regarding the Need for Library Instruction.[23] These questions focused on three variables: students' reasons for using the library, their method of using library resources for research, and their exposure to library instruction at UT Austin.

Three questions were also included to elicit information which could be used in improving instruction. Students were asked 1) how helpful the library skills taught in English 307 had been since then; 2) which of the skills listed need more emphasis in freshman English; and 3) whether they needed additional instruction in research methods in their field. A final question asked for comments regarding the library instruction received or other library experiences at UT Austin.

Of the 915 questionnaires sent, 431 (47%) were completed and returned. Twenty-one (2%) were returned to the library unopened and marked addressee unknown. No follow-up questionnaires were sent. The results were run on the Computation Center computer using the Statistical Package for the Social Sciences.

The first two questions dealt with the background of the respondents: major field of study and classification. Students from fifty-seven different majors responded to the survey; the highest rates of response came from students in education, accounting, marketing administration, general business, and psychology. In response to question 2, 344 students (79.8%) reported being classified as juniors. These respondents were designated the experimental group. The number of juniors responding to the 1975 General Libraries Student Survey, the control group, was 696.

Question 3 asked students if they remembered writing a research paper in English 307. Most of the experimental group (93.3%) reported that they recalled this assignment.

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[23] Results of the 1975 Student Survey can be found in *A Comprehensive Program of User Education for the General Libraries*. For the purpose of comparing research methodology, the sampling method for the 1975 survey will be restated here. It was distributed to a random sample of classes which were participating in the Course Instructor Survey. All schools and colleges in the University, except Nursing, were represented. Students completed the questionnaires in class. The response rate was 47%.

Questions 4, 5, and 6 addressed students' patterns of library use and their exposure to user education. Because the data collected in these questions consisted of frequencies in discrete categories, chi-square tests were used to determine if there were any significant differences between the responses of the experimental and control groups. An educational psychologist from the Center for Teaching Effectiveness provided the statistical analysis. The relative frequency (percentage of responses), the obtained chi-square, and the level of significance (probability), all calculated according to the absolute frequency of response, are reported in tables 1, 2 and 3.

TABLE 1
Types of Library Instruction Received (Question 6)

		% Yes	% No	Chi-Square 1 df	Probability
Printed self-guided tour	('78)	77.5	22.5	271.33	P < .01
	('75)	23.1	76.9		
Guided tour	('78)	12.4	87.6	1.76	NS
	('75)	9.4	90.6		
Instruction from librarian in class	('78)	17.7	82.3	10.41	P < .01
	('75)	10.3	89.7		
Instruction from teacher in class	('78)	57.0	43.0	164.10	P < .01
	('75)	16.8	83.2		
Printed guides	('78 only)	90.1	9.9		

In question 6, students were asked to indicate the types of library instruction they had received since enrolling at UT Austin. Overall, the experimental group received more instruction than the control group: exposure to a printed self-guided tour, instruction from a librarian in class, and instruction from a teacher in class increased significantly. (Data on the use of printed guides were available for the 1978 group only, since this option was not included on the 1975 survey. Printed guides

were not used in most library units at that time.) The biggest changes were found in the number of students who reported taking a printed self-guided tour (from 23.1% in 1975 to 77.5% in 1978) and receiving instruction from a teacher in class (from 16.8% in 1975 to 57.0% in 1978). Although more of the 1978 group reported receiving a guided tour, this increase was not significant. The pattern of response to this question, illustrated in table 1, confirms the staff's contention that the 1978 group had received library instruction and the 1975 group had not, and justifies the designation of the experimental and control groups.

The data indicate an increase in all types of library instruction received, which documents an increased emphasis on user education library-wide, but the experimental group clearly differentiated among the forms of instruction listed on the questionnaire. The majority had been exposed to printed guides explaining how to find and use library materials (90.1%), a self-guided tour of a library on campus using a printed guide (77.5%), and instruction from a faculty member or teaching assistant in class (57.0%), the methods used in the UGL Instructional Program. Instruction from a librarian in the classroom increased significantly, but the percentage of the experimental group reporting this kind of instruction (17.7%) was much smaller than the numbers reporting the other three methods.

Questions 4 and 5 addressed students' pattern of library use. Table 2 represents the responses to question 4, purpose for using the library. The data for both groups indicate that respondents tended to use the library to study for courses, to obtain information for research and/or class assignments, and to use reserve materials for class assignments, rather than for leisure activities (non-class reading, using periodicals, browsing, and socializing). Apart from the experimental group's decreased use of the library as a place to study, there was no significant difference in how the two groups responded. These results would indicate that both groups of students tended to use the library for the same reasons.

Although not statistically significant, other changes in behavior were found: the experimental group reported using the library more frequently for reserve material and socializing and less often for research and the other leisure activities listed. This last result was surprising in light of the opening of the new Perry-Castañeda Library (Main Library) in September, 1977. Since the old Main Library had had closed stacks, the staff expected the increased availability of books and periodicals in the new facility to have more of an effect on students' library use. Even so, students

were less likely to browse.

TABLE 2

Purpose for Using the Library (Question 4)

		% Frequently	% Sometimes	% Never	Chi-Square 2 df	Probability
Study for courses	('78)	28.6	51.3	20.1	10.00	P < .01
	('75)	38.4	42.0	19.6		
Use reserve material	('78)	16.1	53.1	30.8	3.72	NS
	('75)	19.9	46.5	34.5		
Obtain information for research	('78)	21.3	51.0	27.7	.50	NS
	('75)	23.1	50.5	26.4		
Non-class reading	('78)	6.8	27.7	65.5	1.67	NS
	('75)	8.6	29.7	61.7		
Use periodicals	('78)	8.2	37.5	54.3	2.13	NS
	('75)	10.4	39.4	50.2		
Browse	('78)	6.8	28.8	64.4	3.85	NS
	('75)	7.8	34.4	57.8		
Socialize	('78)	3.5	21.2	75.3	.56	NS
	('75)	3.1	19.5	77.3		

Responses to question 5, students' method of using library resources for papers or research projects, are reported in table 3. The experimental group tended to ask an instructor to recommend relevant library materials, and to browse through the library's books and periodicals for material on their topic less often than the control group did, but this difference was not statistically significant. However, the experimental group did report a significant increase in their use of a librarian for assistance, encyclopedias for background reading, the Subject Catalog, the *Library of*

Congress Subject Headings list, and indexes to periodicals, which were all elements of the research strategy covered in the library component of freshman English.

TABLE 3

Method of Using Library Resources for Papers or Research Projects (Question 5)

		% Frequently	% Sometimes	% Never	Chi-Square 2 df	Probability
Ask instructor	('78)	15.2	57.5	27.3	1.01	NS
	('75)	17.7	56.9	25.5		
Ask a librarian	('78)	32.8	54.9	12.2	10.61	P < .01
	('75)	25.0	56.4	18.6		
Do background reading	('78)	36.2	42.1	21.8	39.02	P < .01
	('75)	17.5	53.0	29.5		
Go directly to Subject Catalog	('78)	74.6	22.2	3.2	10.92	P < .01
	('75)	64.3	30.3	5.4		
Check *L.C. Subject Headings* list	('78)	26.5	34.1	39.4	66.20	P < .01
	('75)	9.1	27.9	63.0		
Browse	('78)	5.9	23.5	70.6	4.35	NS
	('75)	6.0	29.9	64.1		
Use periodical index	('78)	49.1	38.9	12.0	15.52	P < .01
	('75)	36.5	45.0	18.5		

The biggest difference was found in the use of the *Library of Congress Subject Headings* list: 60.6% of the experimental group reported frequently or sometimes checking it, compared with 37.0% of the control group. Use of this tool, formerly unknown by most students and not as prominently displayed in 1975, is heavily emphasized in the Instructional Program. The smallest difference, though not statistically significant, was found in the number of 1978 students who reported frequently or sometimes

asking an instructor for assistance. Even though the majority (57.0%) reported receiving library instruction from a teacher in class, in question 6, the experimental group was less likely to see the teacher as a source for help with research assignments and more likely to ask a librarian for assistance. This result may be attributed to the Instructional Program's heavy emphasis on students working with librarians in the reference area. The 1978 group was also less likely to browse for library materials on a particular subject, as compared with the 1975 group. This difference in library behavior is consistent with the experimental group's reported increased use of the Subject Catalog and periodical indexes.

Analysis of the three variables used for summative evaluation, illustrated in the tables above, indicates that 1) the experimental group reported a significant increase in their use of those components of the research strategy taught in English 307, two years earlier; 2) this group's changing method of library research can be attributed to the students' participation in the UGL Instructional Program; and 3) their reasons for using the library can be ruled out as a factor influencing their method of using the library for research.

The remaining section of the survey was devoted to formative evaluation. For the purpose of consistency, responses of juniors are reported below, but these results are representative of all respondents.

In answer to question 7, "Has what you learned in English 307 about using libraries helped you since then?" 69.1% of the juniors responded "very much" or "some."

The data collected in question 8 indicated that over half of the responding juniors thought the following skills need more emphasis in freshman English: choosing and narrowing a topic (66.8%), choosing and using periodical indexes (61.2%), locating periodicals (54.3%), taking notes (73.8%), and doing footnotes and bibliographies (68.5%). Fewer students reported needing additional instruction in using the Subject Catalog (38.8%) and arrangement of call numbers (49.4%). Although similar questions have been included in questionnaires filled out by students just completing their research paper assignment, these data are distinguished from other UGL evaluation results since the respondents were not currently involved with the Program. Two years after instruction, the juniors reported difficulty with particular research and composition skills. In an effort to meet these expressed needs, the librarians have emphasized these problem areas in subsequent revisions of the Program's instructional materials and in the orientations for new teaching assistants.

Question 9 stated, "General research skills are taught in freshman English. Do you now feel you need additional instruction in order to find information in your field?" Of the juniors, 34.2% responded "yes," 50.3% responded "no," and 15.5% had "no opinion." This question was included in an attempt to identify departments where upper-division students expressed a need for more subject-oriented library instruction. The librarians hoped to use the results as a basis for contacting departments with a proposal for course-integrated instruction. Even though many students were interested in learning more about research skills in upper-division courses, correlation of the positive responses with individuals' majors yielded too few respondents in any one major to make a case for a library component in response to students' needs.

Students' positive attitudes toward the library and librarians, expressed in the open-ended comment section of the survey, were gratifying to the UGL staff who have invested so much time and effort in the Program. Responses indicated that the freshman English library component contributed to students' feelings of confidence in using campus libraries and to their success in subsequent course work.

While determining students' perceptions of the value of instruction was an important function of the survey, the librarians were more interested in establishing the long-term effect of instruction on students' method of library use. In reviewing these results, the staff recognized several factors which affected the quality of library instruction received by the 1978 juniors. These students, who were enrolled in English 307 in 1976, participated in the Instructional Program during its first year of implementation. They did not have the benefits of the Program's evolution over the four years which followed: more realistic objectives, refinements in the content of the library units and the instructional materials, reinforcement of particular skills, and more experienced teachers. Then, as now, classroom teachers differed in their approach to the library unit: i.e., their enthusiasm for the assignment, the amount of class time devoted to teaching library skills, and individual teaching styles. These limitations on teaching effectiveness may account, in part, for the problem areas reported by students in question 8. Despite these factors, the survey data demonstrate that the UGL Instructional Program has made a significant and lasting impact on students' reported library behavior.

VII. The Program's Impact on the Library

The integration of library instruction into the required freshman English courses has resulted in increased demands on the library's staff, services, facilities, and collections. The impact of five to six thousand students completing the Self-guided Tour and research paper assignments each year has been felt by all units of the Undergraduate Library. Implementation of the Instructional Program, therefore, has required the support and cooperation of staff from the Reference, Collection Development, Circulation, and Reserve sections in UGL, as well as other departments in the library system.

Reference

Students' success in mastering the library skills objectives included in the curriculum depends on the quality and quantity of reference service available. The printed materials used to orient students to the library and to lead them through the research process are designed to be supplemented by individual instruction in the reference area. Reference staff act as resources in the teaching/learning process by helping students apply the basic concepts covered in the Study Guide and Worksheet to their individual research projects. To fulfill this role, each staff member must be familiar with and supportive of the Instructional Program's goals and objectives and the methods used to help students achieve them. All reference staff are trained to interpret the printed instructional materials to students and to assist them with the tour/exercise and research paper assignments. Since reference work at the undergraduate level is most often a teaching activity, the techniques used in conjunction with the Instructional Program are applicable to other reference encounters.

To help achieve the Program's attitudinal goal of making users comfortable about seeking and accepting assistance in the library, librarians and library assistants give their full attention to reference work when on duty at the desk: no other work assignments are undertaken during desk hours. Reference staff do not sit at a traditional reference desk. They are on their feet, attentive to everyone in the reference and catalog area, inviting questions and approaching users who show signs of needing assistance. By fostering student/librarian interaction, this style of reference service also supports the Instructional Program's goal of making users aware of librarians as information resources.

Reference statistics reflect the additional reference contacts generated by the freshman English library units. During the first year of the Instructional Program's implementation (1975/76), reference staff answered 53% more questions than in the previous year. If the same total is compared to 1973/74, the year before reorganization in UGL made user education and reference service the library's top priorities, the two-year increase was 136%. (In comparison, for the same two-year period, attendance increased only 14%.)

While the number of students participating in the Program is responsible for part of this volume, problems arising from the instructional materials are another factor contributing to the increase in statistics. The consequences of inaccuracies or insufficient explanations are enormous in a program of this size. For instance, when *Editorial Research Reports* was first suggested as a source for background information and no explanation of its use had been included either with the volumes or in the Study Guides, librarians found themselves giving impromptu group demonstrations to several students at a time, a number of times an hour. As this and other problems have been identified and eliminated through the ongoing refinement of materials, statistics have decreased from the all-time high of 98,902 questions answered during the Program's first year, but the level remains higher than before the Program was implemented.

In addition to requiring more staff hours at the reference desk, the increased use of the reference area has affected the collection and equipment housed there. Added copies of encyclopedias and new periodical indexes were ordered during the Program's first year of implementation; additional copies of the Serials List and *Library of Congress Subject Headings* list were borrowed from other units. Intense use of these materials has required repair or replacement of many volumes. More microfilm readers have been added and others are still needed to meet the demand for their use, since most of UGL's back issues of periodicals are on microfilm.

The size of the freshman class has a profound impact on the staff, services, and materials in the Reference section. However, since the library found it counterproductive to try to control the number of students assigned the tour or research paper at any given time, the staff must be prepared to compensate for the overload during peak periods by working more hours at the desk and by assisting in shelving reference books and periodicals.

Collection Development, Reserve, and Circulation

With assistance from the Instructional Program's staff, the Collection Development section has been called upon to select and order the large volume of materials needed to support the research paper topics. This selection process, described in chapter 8, relies on different criteria from those used for the regular collection. Therefore, the Collection Development Librarian must be familiar with the topics and the type and quantity of material required to support them.

In anticipation of intensive demands for books on the suggested topics, these materials have been placed on three-day reserve (shelved in regular call number order with the rest of the collection) to foster rapid turnover. Because of the number of books involved and the Reserve section's heavy workload, the Instructional Program's clerk handles the task of placing these books on reserve and maintaining records of their use.

The Circulation section has been affected by the volume of materials borrowed by students in freshman English. Although ordering multiple copies and limiting their circulation to three days theoretically improves students' chances of obtaining needed materials, books are available only when they are returned to the shelves rapidly. The first year of the Program's full implementation, the librarians did not anticipate a severe cut-back of clerical assistants who shelve books. Consequently, for four or five weeks toward the end of the semester, librarians and all other staff members shelved books for two hours each morning. Now, the Instructional Program's clerical staff assists in shelving during peak periods. As many more books on the topics have been added to the collection, access to these materials has become less of a problem.

Outside UGL

The Instructional Program has had an impact on other units within the library system. Because acquisition and cataloging functions are centralized, these departments have had to deal with a large quantity of "rush" orders to support the suggested topics. The staff in these sections became more responsive to the need for acquiring and cataloging these materials quickly when the Program was explained to the people affected and they understood their role in its implementation.

Although UGL is the library responsible for lower-division undergraduates in the social sciences and humanities, these students sometimes choose to use other campus libraries. Consequently, all public service staff within the General Libraries must

be familiar with the Instructional Program's objectives and materials. A student attempting to take the Self-guided Tour in another library unit must be referred to UGL. While it is possible for students to work on their research papers in the Perry-Castañeda Library (PCL),[24] they need to be referred to UGL for a larger range of appropriate materials on the suggested topics. The topic lists, Research Paper Worksheet, and Study Guides have been made available in PCL's reference department for freshmen using that facility. The reference librarians there are kept informed of new developments and student problem areas so that they are better prepared to assist these students with their library assignments.

Summary

The librarians responsible for developing the Instructional Program realized from the start that it would generate increased use of the Undergraduate Library. In planning, they attempted to shape a program that would not make inordinate demands on UGL's resources. Much of the early decision making, therefore, reflects an effort to forestall problems which could result from over-committing the library's staff, collections, and facilities: 1) the size of the UGL professional staff influenced the decision to rule out lectures; 2) multiple copies of books on the suggested topics were purchased and placed on reserve in anticipation of intense demand for these materials; 3) added copies of encyclopedias and the other reference materials listed on the Study Guides were ordered; 4) nonprofessional duties that had been assigned to librarians were reassigned to support staff to make more time for instruction and for additional hours at the reference desk.

Some of the effects of the Program were foreseen, but others were not. In an institution the size and complexity of UT Austin, the library system depends on the operations of many other campus facilities whose priorities and decision making cannot be controlled by the library. The library staff has had to compensate for problems that might jeopardize the Program's operation. When clerical assistant hours were insufficient to reshelve the books on the topics quickly, all UGL staff shelved books. When the room number of the Chemistry Library was changed after the Self-guided Tour was printed and that affected the tour/exercise, staff from several sections participated in correcting 1,000 copies of the tour by hand. Since the workload of campus printing facilities often prevents the instructional materials from

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[24] PCL is the main social sciences and humanities collection.

being delivered until after fall classes begin, clerical assistants from all sections of UGL stuff envelopes to prepare hundreds of classroom sets of tours, Study Guides, and Research Paper Worksheets needed for distribution to teachers in the early weeks of the semester.

Although three instructional librarians are responsible for the Program, its successful implementation has involved the entire Undergraduate Library staff. The cooperative relationships upon which the Instructional Program and all other library functions depend have resulted from a common understanding of the role of each section in achieving UGL's goals and objectives. Staff meetings, the formal staff training program, and the job manuals for each section all emphasize this singleness of purpose. The staff's agreement on an operating philosophy, through goal setting, has facilitated the integration of user education into all facets of the Undergraduate Library's services and programs.

VIII. Resources Needed

The UGL Instructional Program was founded on the belief that user education is as essential a service as reference, reserve, collection development, and other traditional library functions. Like all of the library's programs, therefore, instruction has required the ongoing support of the library administration and an allocation of resources sufficient to provide the necessary staff and materials.

Administrative Support

The flexibility, responsiveness, and cooperation of the library administration have greatly facilitated the development of the Instructional Program and have ensured its long-term support. Many librarians equate support with special funding and extra staffing, but given administrative approval and latitude, the Undergraduate Library staff has established a major program within the normal budgetary framework. By reorganizing staffing patterns, library procedures, and priorities, existing funds for staff and materials have been re-allocated to the Instructional Program.

Staff

The Program's permanent staff consists of three librarians who divide their time between reference and instruction, a clerk-typist (half-time), and a clerk (half-time). A graphic artist works ten to fifteen hours per week; work-study help is used for additional clerical support, when available. In order to commit this much time to instruction without an increase in personnel, staffing patterns had to be revised. Librarians were relieved entirely of any nonprofessional or clerical duties, which were re-assigned to support staff; activities determined to be unessential to the library's primary mission were eliminated. New priorities were set through the formulation of goals and objectives for the Undergraduate Library. Much of the professional time gained from this process was re-allocated to reference service and bibliographic instruction, UGL's top priorities. Clerical assistant hours, freed when procedures were simplified in other sections, were combined to form permanent support staff positions for the Instructional Program.

The three instruction librarians devote half or more of their time to the Program. One of them, the Coordinator, is responsible for the administration of the section. She supervises the clerical staff and the instructional responsibilities of the other

two librarians.[25] The Coordinator's duties include establishing priorities, determining how much time and what kind of support are needed for each project, maintaining standards, seeing that deadlines are met, and acting as the Program's liaison with the Director of Freshman English. As a section head, she reports to the Head Librarian of the Undergraduate Library (see UGL's organization chart on page A131).

The instruction librarians work as a team and share the responsibility for planning and implementing the Program. All three participate in developing goals and objectives, in preparing instructional materials and the library units for the course syllabi, in orienting and working with faculty, and in evaluating the Program.[26] Each librarian has responsibility for one or more areas of the Program's operation (publications, topic development, point-of-use aids, professional collection, etc.). This teamwork has advantages for both the Program and the librarians: the group approach combines the unique perceptions and particular skills of the individuals involved, and eases the burden by distributing the workload. Collaboration on the annual revision of instructional materials illustrates the dynamics of working together as a team. Editing centers around an effort to make each publication as clear and precise as possible. Goals, policies, and materials are developed as a group; the process, while time-consuming, results in products that are clear, concise, and consonant with the philosophy of the Instructional Program. Moreover, this collegial atmosphere contributes to the professional development of the staff and a greater sense of satisfaction for each individual.

To make the most effective use of the instruction librarians' time, support staff are assigned duties which do not require a librarian's level of skills and which are better performed by staff with the appropriate training. For example, the addition

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[25] All UGL librarians provide reference service. The number of hours per week each one devotes to the reference desk is a matter of negotiation with the Head of Reference. After she determines the staffing needs for each semester, the librarians meet to decide how much time each of them will contribute to the schedule. This method of decision making alleviates potential problems associated with "dual reporting lines."

[26] During the Program's first year, all six librarians contributed to the development of the instructional materials and lists of suggested research paper topics. Continued involvement, beyond contact with students at the reference desk, has varied with the individual. This widespread participation, however, has ensured that the Instructional Program has not been isolated from the group's ongoing decision and policy making for the Undergraduate Library.

of a graphic artist to the staff greatly improved the quality of the publications and the signs throughout the building, and allowed the librarians to concentrate on what they do best. The majority of the clerk-typist's time is spent typing discussion drafts and final copy for publication of instructional materials, as well as routine correspondence and reports. The clerk processes the books placed on reserve for the suggested topics and maintains records of their use, provides clerical support for the instruction librarian responsible for updating the topics, and maintains the professional collection. Clerical staff also assemble and deliver classroom sets of instructional materials to the English department.

Staff development has been an integral part of the work of the Instructional Program section. The librarians who have been responsible for the Program have come to the Undergraduate Library with an enthusiasm for and a commitment to user education. In addition to the training and experience they have brought to their positions, the instruction librarians have continued their education through formal course work in library instruction, learning theory, evaluation of instruction, and statistics; attendance at national and regional conferences; participation in workshops and seminars on teaching methods; and continual study of the literature on user education. A professional collection, developed as a resource for all UGL staff, emphasizes books and articles on library instruction, instructional design, and undergraduate libraries, and includes samples of instructional materials from other university libraries. A monthly ERIC current awareness profile and published bibliographies update this collection. Weekly reference/instruction meetings are held for all reference staff to keep them abreast of new developments in the Program that may affect their work at the desk. In addition, all staff involved with the design and production of the instructional materials periodically attend workshops provided by the campus printing facilities.

Besides taking advantage of educational opportunities offered by other campus agencies, the instruction librarians have worked with these specialists on aspects of the Program which have required their expertise. Media specialists from the campus television facility handled the production of a videotape on search strategy and two audiotape point-of-use aids. Educational psychologists from the Center for Teaching Effectiveness (CTE) and the Measurement and Evaluation Center have assisted in constructing, administering, and interpreting results from objective tests and surveys. The CTE staff has also given advice on setting objectives, determining appropriate

teaching methods, and selecting audio-visual equipment.

Materials

1) Collection Development

The Undergraduate Library's collection has had to meet the research needs of the 5,000 to 6,000 students who have participated in the Instructional Program each year. Topics suitable for their research paper assignment needed to be established for several reasons: 1) students often have difficulty in choosing a topic; 2) instructors often assign topics that do not lead to a literature search (indeed, many are questions requiring a "treasure hunt" in the library); and 3) instructors often assign topics that require students to use sources that are well beyond their level of sophistication and are inappropriate for their future research needs (such as the *MLA Bibliography*).

To alleviate these problems, the librarians have developed one hundred suggested topics that have been determined suitable for research at the freshman level. Each of the subjects listed has been screened by the library staff to ensure that sufficient material is available at every step of the structured search. The librarians have attempted to motivate students by allowing them to choose a topic of interest, while controlling their choices in order to guarantee success.

Subjects of current interest and controversy have been selected from the social sciences, the humanities, and the sciences. Each subject has been searched in encyclopedias and other background sources, the *Library of Congress Subject Headings* list, the Subject Catalog, periodical indexes, and *Books in Print*. Because a successful experience is an effective learning reinforcement, suggested topics must meet *all* of the following requirements: 1) the topic must be covered sufficiently in background sources; 2) the appropriate terms in the *Library of Congress Subject Headings* list have to be terms that the students are likely to try and the most descriptive terms for each topic must have either "sa" or "xx" references to lead the students' explorations further; 3) predictable headings must lead to a variety of periodical articles in at least two basic indexes; and 4) a substantial number of books in print must be available, since books are needed in quantity. In conjunction with this screening process, resource sheets are filled out for each topic to provide a record of the library's holdings on the subject. These "source sheets" are available to reference staff and to faculty assisting students with their research papers and evaluating their work.

Multiple copies of books to support the suggested research paper topics have been purchased. The most immediate concern the first year of the Program's implementation was the establishment of a core collection sufficient in quantity to meet the demands of the students using it. The early collection development process emphasized building the collection as rapidly as possible with a diversity of titles. Few reviews are available for books on such topics as extrasensory perception, UFO's, and vampires. Therefore, once the books arrive, library staff examine them and use traditional standards to determine if the title should be placed on reserve and whether additional copies should be ordered. As new materials have been acquired to update existing topics and to develop new ones, collection development has become more selective since a basic collection already exists. Book reviews are consulted, whenever possible, to determine the level of the book and the author's viewpoint, to add more balance to each topic, and to expand its scope. *Booklist* and other selection tools not generally used by academic librarians have proven especially useful in selecting materials appropriate for the freshman level.

To meet the heavy demand for materials on the suggested topics, these books have been placed on three-day reserve, shelved in regular call number order with the rest of the collection.[27] The use of these items is monitored by the Intructional Program's clerical staff: every spring the clerk counts the number of times each title has circulated in the fall semester (when most students take the first semester freshman English course) and then determines how each topic ranks in popularity. The instruction librarian supervising this procedure orders additional copies of popular titles, replaces or sends worn materials for repair, and designates unpopular titles to be removed from reserve. Newly published materials are ordered in multiple copy for all topics by UGL's Collection Development Librarian as part of her selection routine, but the Instructional Program staff takes responsibility for developing new topics and for adding copies or new titles where the circulation counts indicate that more materials are needed. The holdings for the most popular subjects such as dreams, solar energy, child abuse, and suicide range from thirty titles (eighty-one volumes) to

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[27] While the librarians recognize the undesirability of limiting the circulation of these books, the size of the freshman class and budget constraints have made reserve a necessity. A one-week circulation period would be preferable to three days, and will be instituted with the implementation of a new circulation system. The current fine structure has placed a burden on circulation desk staff who have had to deal with students complaining about heavy fines for overdue three-day materials.

sixty-two titles (124 volumes); the less popular topics such as organ transplants, gambling, and consumer protection range from fifteen titles (thirty-four volumes) to twenty-five titles (forty-six volumes).

The instruction librarians review the lists of "Ideas for Topics" in conjunction with the annual circulation counts. Each list consists of key words, such as "divorce," followed by a series of questions intended to stimulate thinking about ways to restrict the subject and to formulate a thesis statement. These questions are rewritten to include recent developments; new subjects are added each year and some may be dropped because of continued lack of student interest. The lists are also reorganized to maintain a balance of subject by discipline and by popularity. The most popular topics appear on only one list, while less popular ones appear on two, to distribute the demand for materials. Each section of English 306 receives a classroom set of only one list. For 1980/81, one hundred topics have been divided into seven lists with twenty topics each. (See pages A9 to A36.)

The initial investment for the core collection of books was $12,300; an additional $5,000 to $6,000, one-tenth of UGL's book budget, has been earmarked annually for materials to support new topics, to update existing topics, and to keep pace with increasing student enrollment. These figures represent only those costs incurred by the Instructional Program's staff, apart from the ongoing selection done by UGL's Collection Development Librarian.

2) Publications

The Instructional Program's emphasis on printed materials to orient students to the library and to teach basic research skills has required an adequate budget for publications. The cost of producing the UGL Self-guided Tour, lists of "Ideas for Topics," the Research Paper Worksheet, Study Guides, and point-of-use aids has been absorbed by the library system's printing budget. This ongoing allocation of funds has been ensured because of the library administration's commitment to quality publications.

The cost has varied each year with the number of publications produced and the sophistication of their design. As instructional materials have undergone continual revision and refinement, the number of Study Guides, worksheets, and topic lists has fluctuated. The format was improved with the addition of colored headings for the Study Guides and the move to a typeset self-guided tour. In 1979/80, instructional

materials for the first semester freshman English course (tour, topic list, Worksheet, and four basic Study Guides) cost thirty-three cents per student.[28]

Summary

Although the resources available for library instruction vary with the institution, many of the steps the Undergraduate Library staff has taken to ensure efficient use of UGL's resources are equally applicable to other libraries. These steps have included setting goals for the library, reordering priorities, revising staffing patterns, developing a philosophy of user education, defining the audience for instruction, writing objectives and a clear plan of action for the Program, and gaining faculty support.

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[28] The cost per student which is quoted here is based on the unit price for each of the publications required for the first semester library unit. Since the tour, Study Guides, and printed point-of-use aids are available to all library users, a more specific cost analysis is not possible.

IX. Conclusions

The ultimate success of an instructional program rests largely on the staff's ability to respond creatively to the factors that make its institution unique. In planning a program, librarians must carefully analyze the library's resources, staff talents, the curriculum, student needs, faculty predilections, and the campus climate. The preceding chapters of this publication describe how the Undergraduate Library's Instructional Program was shaped by many of these elements. These same factors, in turn, will determine the suitability of this program for another library wishing to adopt it. Institutional differences notwithstanding, Dyson suggests that three points may well be the keys to organizing successful large-scale programs elsewhere: placement of the instruction in a motivating context, a realistic assessment of staff capabilities, and extensive cooperation with faculty.[29]

Motivation

Educational psychologists indicate that motivation to learn is affected by expectation of reward, threat of punishment, experience of success, curiosity, and control of self.[30] This principle has affected both the librarians' philosophy of user education and the methods and materials used for instruction.

The philosophical premises on which the Instructional Program has been built have been stated in chapter 3, "Factors Shaping the Undergraduate Library's Instructional Program." The importance of teaching library skills in conjunction with a class assignment which requires their application is one of the keys to the Program's success. The classroom teacher, by making and grading the assignment, appeals to the student's expectation of reward or punishment, and therefore, creates the *need* to learn. Both the orientation exercise and the research paper are assigned and graded by the teacher. The tour is also linked to a need to use the library, to complete the research paper assignment. Librarians are removed from the reward/punishment framework by helping students to complete a teacher-made assignment.

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[29] Allan J. Dyson, "Library Instruction in University Undergraduate Libraries," p. 101.

[30] Wilbert J. McKeachie, *Teaching Tips: A Guidebook for the Beginning College Teacher*, 7th ed. (Lexington, Mass.: D.H. Heath and Company, 1978), pp. 221-226.

The method used for instruction also aims at meeting students' needs for experiencing success, curiosity, and control of self. The focus of the Instructional Program is a print-based, experience-oriented approach, growing out of topics selected and screened by librarians. Students learn research skills, not in a series of exercises on an assigned topic, but by following the search strategy in finding information on the topic of their choice. The library staff has screened one hundred subjects for research in order to appeal to students with a variety of interests and, at the same time, to control their choices in order to guarantee a successful experience. The instructional materials are self-paced, allowing students to work at their own rate and at the time most suited to their needs.

Assessment of Staff Capabilities

The UGL Instructional Program has also been shaped by a realistic assessment of staff time and talents, and by the librarians' efforts to maximize the effect of the limited time they have available for instruction. With only three librarians able to devote substantial time to instruction and an undergraduate enrollment of 32,500, the UGL staff first had to limit the target audience for instruction and develop a teaching method that would make the most efficient use of the library's resources.

In planning the Program, the librarians were committed to the importance of teaching many users basic skills, as a foundation for discipline-oriented library instruction which should follow at appropriate stages throughout the student's years at the University.[31] Even though the organization of the library system allows UGL staff to concentrate their instructional efforts on lower-division students in the social sciences and humanities, the student/librarian ratio limits the options for teaching. A commitment to teaching library skills in coordination with instruction in academic subjects and the motivation afforded by working with the classroom faculty helped to determine that the most efficient way to reach large numbers of students was through a required course in a discipline. While the two-semester English requirement, the uniform syllabi used for these courses, and the department's move to include

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[31] Since the Program's inception, the library administration's commitment to user education as a continuing process has been formalized in *A Comprehensive Program of User Education for the General Libraries*. This publication defines categories of library users, sets instructional objectives for each category, outlines a program of instruction for each level, and designates among library units areas of responsibility. The plan calls for a comprehensive and coordinated program of user education that would build upon the foundation laid by the UGL Instructional Program.

a library assignment in the curriculum all contributed to the Program's development, without extensive faculty collaboration and a careful delineation of responsibilities, the attempt to teach basic library skills to nearly every entering student would be logistically impossible.

Lectures were ruled out early on partly because the library did not have sufficient staff both to cover the reference desk and to meet with the scores of sections during the few weeks when over 5,000 students would be working on their research assignment. Apart from the staffing problem, lectures were determined unsuitable for other reasons. First, given the level of library experience of most entering freshmen, the amount of material that had to be covered in one class period was more than the students could possibly absorb. Second, the lecture method is primarily aimed at learning at the more basic cognitive levels of knowledge or comprehension. Learning library skills requires the student to *apply* information rather than to master a body of facts, and active student participation is not a part of the lecture method. Although lectures can be useful for giving a general introduction to a subject which is then followed by active individual work, at UT Austin this introduction is handled by the classroom faculty, rather than by library staff.

By working closely with the freshman English instructors and by using individualized instruction as a teaching method, the UGL staff has been able to combine effective teaching with an efficient use of staff time. Individualized instruction emphasizes a step-by-step approach to learning. The Research Paper Worksheet leads the student through the steps of the research process and requires active responses at each step. The Worksheet specifies, in behavioral terms, what is to be learned at each step and, with the Study Guides, presents material in manageable subcomponents. Since instruction occurs at the rate and time most suitable for the individual student and when the need to learn is greatest, motivation is higher. Librarians and library assistants working in the reference area supplement the information in the printed materials and help students apply these concepts to their individual topics. Library staff and classroom teachers provide feedback to students as they progress through the Worksheet. Instead of limiting instruction to a single classroom lecture, teaching begins with the tour/exercise and continues throughout the six to eight weeks needed to complete the unit.

In addition to working closely with students in the reference area, the librarians concentrate on preparing the library units for the teachers' syllabi, designing

the instructional materials which the teachers distribute in class, developing the suggested research paper topics and the collection to support them, orienting the English instructors to the Program, and evaluating it. English teachers choose and make research assignments; distribute instructional materials; introduce each of the steps of a literature search; and grade all aspects of the assignment, from tour to final paper.

Cooperation with Faculty

The benefits of working closely with the classroom faculty have been enumerated throughout this publication. Because the Program's implementation depends on faculty support and because evaluations and experience at the reference desk have indicated the correlation between the enthusiasm of the teacher and the student's attitude toward the assignment, UGL librarians have worked hard at selling the Program to freshman English faculty. Questions concerning the placement of the library component in the freshman English curriculum have continued to resurface periodically. While some teachers maintain that library skills should be taught in a separate course offered by the library, others who accept the responsibility for teaching research skills question the focus of the units. Librarians have developed some skill in providing explanations that allay faculty misgivings about the library component.

The librarians respond to the first of these objections by pointing out the administrative difficulty of getting approval for a new course added to the curriculum, the problem of staffing enough sections to make the course a requirement, and, most important, the value of teaching students how to find information as a corollary to teaching them how to communicate more effectively. The background information provided to teachers by way of the syllabus, memos at the beginning of the semester, and meetings with new teaching staff focuses on the rationale behind the Program: the need for library instruction, the appropriateness of the content of the units, and the contribution the Program makes to the curriculum.

UGL staff point out to faculty the complexity of UT Austin's library system, a collection of four and a half million volumes which is housed in over twenty locations across campus and is organized by both Library of Congress and Dewey Decimal classification systems. One of the roles of an undergraduate library is to help the large numbers of undergraduates who come to the university with varying levels of experience and ability in using libraries to make the transition to this large, complex, research-

oriented setting. The need for instruction in basic research skills has been documented by faculty and student surveys, in addition to observation at the reference desk.

To explain the appropriateness of the content of the library units, the librarians point out that many of the concepts and tools (especially the *Library of Congress Subject Headings* list) were not available or not emphasized when the faculty were undergraduates. As faculty, their research needs are very different from those of freshmen and because of the faculty's subject expertise, they are familiar with sources beyond the conceptual capabilities of the average entering student. While literary scholars undoubtedly find the *MLA Bibliography* invaluable, for students who will be majoring in business or engineering, exposure to such sources as *Business Periodicals Index* or *Applied Science and Technology Index* will have a more lasting value. Moreover, experience with citation analysis in an early stage of the Program's development revealed that librarians and many teachers were unrealistic regarding the level of material they expected freshmen to comprehend.

Teaching research skills in conjunction with writing contributes to the faculty's teaching objectives. After completing their freshman English requirement, students are expected to have mastered the writing and library skills necessary "to compile information on a given topic and make an intelligent comprehensive and accurate report on it."[32] These skills should also improve students' performance in other courses, where writing assignments will most often require substantiated facts rather than empty opinions.

Some English instructors who are convinced of the importance of teaching research skills voice their concern that the library components take time away from teaching composition. Here is where the print-based approach has become an important selling point: the Program allows the teacher to determine how much class time will be spent on the library unit; the information students need is contained in the tour, Study Guides, and Worksheet. Since library lectures are not part of the method of instruction, librarians do not take up any class time and, therefore, do not infringe on the teacher's classroom territory. Teachers select the assignment from the options included in the syllabi, decide how much time to devote to teaching library skills

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[32] James L. Kinneavy, "Syllabus for English 306, 1979-80." Mimeographed. (Austin: University of Texas at Austin, 1979), p.2.

themselves and how much to leave to the written materials, and grade the papers.

Of course, there will always be a few who avoid the research paper assignment or assign "literary" topics that require students to use esoteric sources. There will always be those faculty who assign the paper, but "improve" the Program by adding assignments of their own, often the very ones that caused student problems before the Program's inception. These departures from the syllabus (and others which are unrelated to the library unit) have to be expected in the context of over 450 sections of freshman English which are taught by nearly 200 faculty. Teaching styles vary and unless the library component has the flexibility to adapt to individual needs, it runs the risk of being viewed as an intrusion on the course, rather than an asset to it.

The Program's success has proven the practical and philosophical advantages of relying on classroom teachers to introduce basic library skills. Moreover, by alerting teachers to common problems encountered by students and by encouraging faculty to make appropriate research assignments, the Undergraduate Library staff hopes to have an impact that will extend beyond the borders of this campus.

Appendix 1

1980 Instructional Materials

ugl

self-guided tour

The Undergraduate Library (UGL), located in the Academic Center, is one of twenty libraries and special collections on The University of Texas at Austin campus. UGL contains books, periodicals, newspapers, and recordings selected to serve the needs and interests of undergraduates.

This self-guided tour will familiarize you with the location of some of this library's resources and facilities. The tour also explains procedures for locating and borrowing books, finding magazines, and listening to recordings. The tour won't eliminate the need to consult librarians for help in locating and using specific materials, but should make you feel more comfortable in UGL and help you get oriented.

As you take the tour, answer the questions within the text. These questions are intended to:

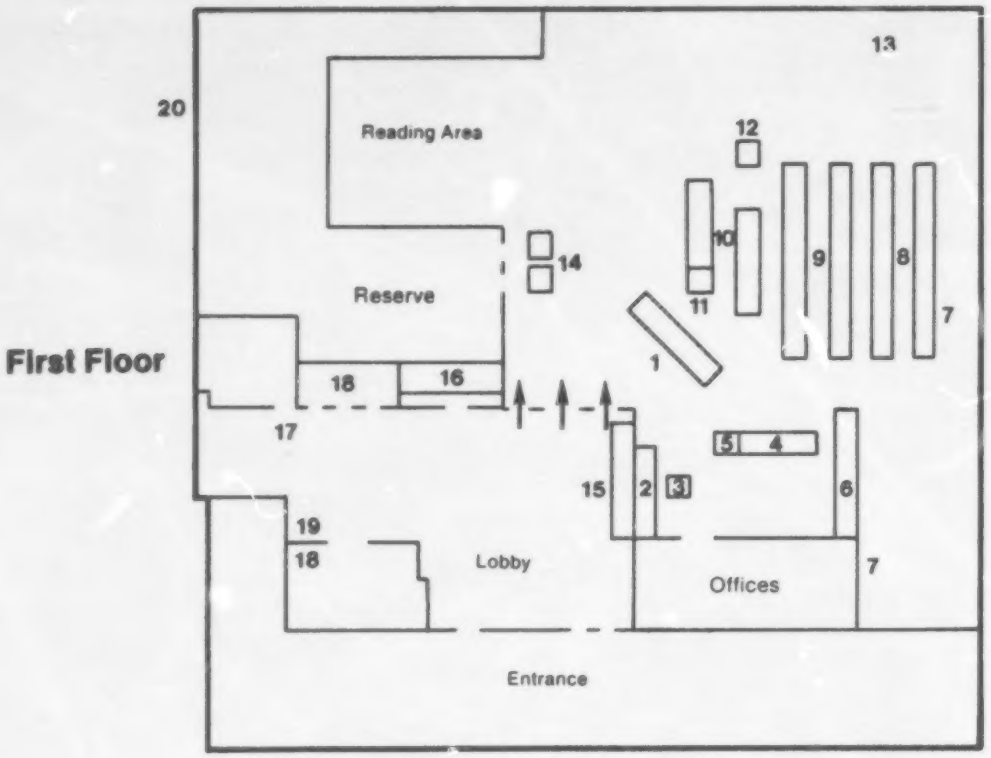
1) draw your attention to some of the library's most important features, and
2) give you practice applying some of the skills that will increase your chances of finding information when you need it.

If you have any questions about the tour, don't hesitate to ask a librarian. Your teacher will collect and correct your completed tour.

The numbers posted throughout the library correspond to the question numbers and to those on the following maps. Librarians look forward to having many opportunities to work with you at the first station on the tour, the Information/Reference Desk.

Undergraduate Library
©The General Libraries
The University of Texas at Austin
1980

Welcome to the Undergraduate Library



1 INFORMATION/REFERENCE

Librarians are available to give you any assistance you may need in using the library. Questions are encouraged! Study Guides describing the use of library resources are on the wall mural by the Subject Catalog.

The resources of *all* UT libraries and special collections are available for your use. If the Undergraduate Library doesn't have the book, magazine, or newspaper you need, you can rely on the reference staff to send you to a more specialized library that does. Among the handouts on the desk is a "LIBRARY DIRECTORY" with a library map on one side and library locations, phone numbers, and hours on the other.

Pick up a "LIBRARY DIRECTORY" from the box on the right-hand corner of the Information/Reference Desk. Where is the Chemistry Library located?

a. WAG 1
b. WEL 2.132
c. ACA 29

2 SUBJECT CATALOG

This catalog lists books in the Undergraduate Library alphabetically by subject. Unlike the card catalogs you may have used elsewhere, at this university biographies and books about organizations are *not* listed in the Subject Catalog.

Cards marked REFERENCE in green letters indicate books shelved in the reference area on this floor. What is the call number of the first *reference book* under the subject heading COMPOSERS?

a. 92
B47m

b. ML
390
E49
1972

c. ML
390
E834

3 SUBJECT HEADINGS LIST

Sometimes it is difficult to guess which terms are used in the Subject Catalog to list books on a particular topic. Use the *Subject Headings List* (the large red books on the stands near the Subject Catalog) to increase your chances of finding all the subject headings that will lead you to the books you need. Instructions for using the *Subject Headings List* are on the cover of each copy.

Look up the subject heading SOUTH POLE in the *Subject Headings List*. The words listed after "sa" and "xx" are subject headings that can be used to find additional books on the topic in the card catalog.
The first term with "sa" in front of it is _____.

4 NAME/TITLE CATALOG

If you know the *author* or *title* of the book you want, or if you want a book about a *person* or *organization*, look here. Only books in the Undergraduate Library are included. If you want to know which other libraries on campus have books you need, consult the Public Catalog in the Perry-Castañeda Library.

Many people expect to find biographies listed in the Subject Catalog. When they look in the Subject Catalog for someone like LEE HARVEY OSWALD they incorrectly assume the library doesn't have any books about him. What is the call number of the first book about LEE HARVEY OSWALD listed in the Name/Title Catalog?

a. E
842.9
A6

b. 916.781
In4z

c. 92
F38

5 LOCATION CHART

Once you have a call number, where do you find the book? This Location Chart shows the floors on which books can be found. Compare the top line of the call number with the Location Chart to find the correct floor. Notice that some call numbers begin with numbers (Dewey Decimal Classification) and others begin with capital letters (Library of Congress Classification). The handout "Using Call Numbers to Find Books," available at the Information/Reference Desk and near the elevators, gives a more complete explanation of how to read the chart and call numbers.

According to the LOCATION CHART, on which floor would you find the call number you circled at STATION 4 above? (Look on the Chart for the letters or numbers in the *top line* of the call number.)

a. First
b. Second
c. Third

6 MICROFILM

Back issues of most UGL periodicals (magazines and journals) are available here on microfilm. Catalogs from other colleges and universities are also here on microfiche. Readers are located nearby. Catalogs and course schedules for UT Austin are at the Reserve Desk at STATION 14.

7 CURRENT PERIODICALS AND NEWSPAPERS

The most recent issue of a periodical is kept on the slanted shelves in the lounge area and across the aisle in the last row. Recent newspapers are shelved after the current issues of periodicals.

8 BACK ISSUES OF PERIODICALS

Many back issues are in bound volumes, from 1960 to the present, but most are on microfilm in cabinets at STATION 6. Periodicals are arranged in alphabetical order by title.

Where would you expect to find the most recent issue of *National Geographic?*

a. Station 6
b. Station 7
c. Station 8

9 REFERENCE COLLECTION

Encyclopedias, handbooks, almanacs, directories, and other reference books are shelved here for easy access. Books with Library of Congress call numbers (which start with letters) are shelved in the front rows. Books with Dewey Decimal call numbers come afterwards.

Look at the small signs at the end of each row to determine in which row your book is shelved. For example, a call number with the top line BJ is shelved in the row marked A-C because the letter B falls between A and C. Using the call number of the reference book you circled at STATION 2, choose the sign which will help you locate that book.

a. A-C
b. D-HB
c. HC-L

d. M-P
e. Q-Z

f. 001-490
g. 491-999

10 INDEX TABLES

Indexes will help you locate information published in magazines and newspapers. On these tables you will also find indexes containing references to essays, collections of short stories and plays, biographies, government publications, book reviews, and bibliographies.

11 SERIALS LIST

The *Serials List* is a computer printout which lists most of the magazines and journals (periodicals) currently received by the General Libraries. The libraries that subscribe to each periodical are abbreviated in the right-hand column. A guide to the abbreviations is on the cover. If more than one library receives a periodical it will be listed again with the copy number and location.

Which library or libraries receive *Sports Illustrated?*

a. Periodical Room (Per Rm) in Perry-Castañeda Library only
b. UGL only
c. Periodical Room and UGL

12 DICTIONARIES

Unabridged dictionaries are on the table at the end of the Index Table. Small English and foreign language dictionaries are shelved to your right at the beginning of the Reference Collection.

13 PAPERBACK COLLECTION

Just for fun! These paperbacks are on topics of widespread, current interest. You can check them out for one week at the Reserve Desk at STATION 14.

14 RESERVE DESK AND CATALOG

Books for which instructors anticipate a heavy demand are kept here. The Reserve Collection has its own card catalogs. Reserve materials are listed in one catalog by author, and by instructor and course in the other. Use the slips at the Reserve Desk to request items by author. Paperback books, UT catalogs, course/instructor evaluations, and books from the Writing Resource Collection on the third floor are also borrowed and returned here.

Look in the Reserve Catalog that lists reserve materials by *instructor.* What is the loan period for the first book placed on reserve by Mr. Widener who is teaching Government 304? The loan period is given after the course number at the bottom of the card.

a. 2 hours
b. Overnight
c. 3 days

15 CURRENT BOOKS

Out in the lobby is a collection of current fiction and non-fiction which includes many best sellers.

16 CIRCULATION DESK (in the lobby)

Check out and return non-Reserve books here. All you need to borrow books is a *current, validated* University I.D. Pick up a copy of the BORROWER INFO bookmark for an explanation of your responsibilities. According to the BORROWER INFO bookmark, what is the overdue charge for a 3-day book?

a. 50¢ per hour
b. 25¢ per day
c. $1.00 per day

If you don't find a book you need upstairs, look in the computer printout at the left end of the counter to find out if the book has been checked out and when it is due. If you would like to have the book when it is returned, ask the clerk to put a "hold" on it for you. What do you look under in the computer printout to see whether a book has been checked out?

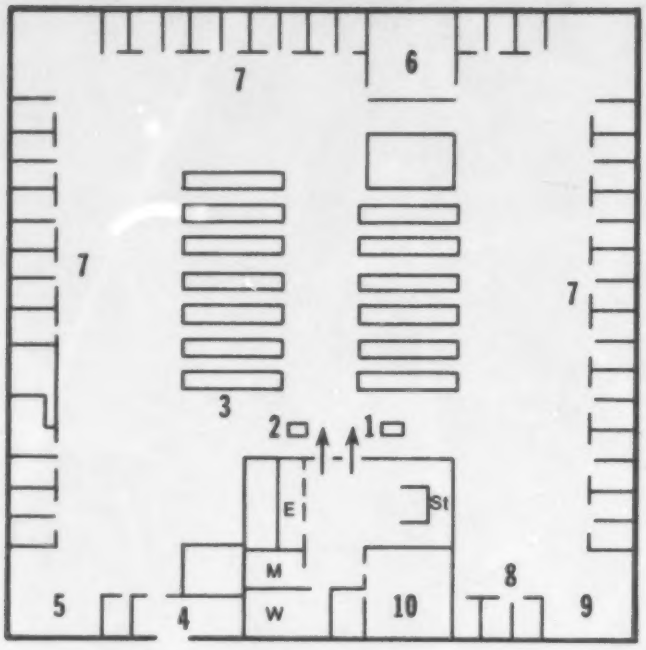
a. Call number
b. Author
c. Title

17 RESTROOMS

18 STAIRS AND ELEVATORS

19 PHOTOCOPY MACHINES, CHANGE MACHINE, AND TELEPHONES

20 OUTSIDE BOOK RETURN (for use after library hours)



Second Floor

1 QUICK REFERENCE
This is a small reference collection designed to save you a trip down to the first floor. It contains dictionaries, a style manual, thesaurus, almanac, atlas, and other useful books.

Write down the title of one reference book in this collection _____
_____

2 TELEPHONE REFERENCE
If you have difficulty in finding material, call the Information/Reference Desk for help. The number to dial for assistance is _____ .

3 ENCYCLOPEDIAS
Several sets of older encyclopedias have call numbers beginning 031 and 032. You can check these volumes out. For more current information, use the encyclopedias in the reference area on the first floor.

4 TYPING ROOM
Use these typewriters for a quarter (25¢) for 20 minutes, or bring your own.

5 RUTH STEPHAN POETRY COLLECTION
This collection contains about 6,000 volumes of poetry. They are for library use only, although many titles are duplicated in the regular collection and can be checked out. Poetry recordings are available in the AUDIO VISUAL LIBRARY on the third floor.

6 SMOKING ROOM

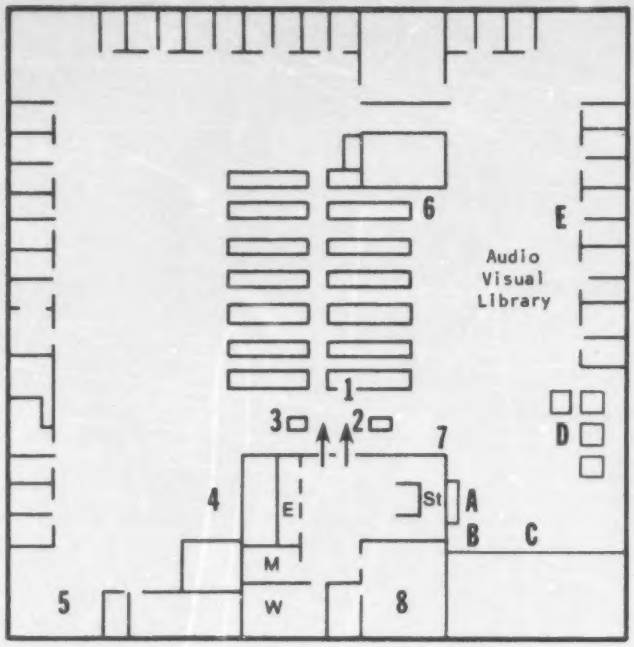
7 GROUP STUDY ROOMS
Smoking and talking are O.K. These rooms are available to all on a first-come basis, but groups have priority. There are more Group Study Rooms on the third floor.

8 BLIND STUDY ROOMS
These are reserved for blind students and their readers.

9 LOUNGE AREA
Similar lounge areas are located in other corners of the second and third floors.

10 ROOM 200
This room is used for classes and library instruction.

Third Floor



1 ENCYCLOPEDIAS

2 QUICK REFERENCE

3 TELEPHONE REFERENCE

4 WRITING RESOURCE COLLECTION
This is a collection of textbooks and anthologies dealing with composition and rhetoric, arranged alphabetically by author. If you want to improve your writing skills, these books can help.

5 LOUNGE AREA

6 CHILDREN'S BOOKS ("Y" COLLECTION)
These books may be borrowed for three days. They have their own catalog nearby and are not listed in the card catalogs downstairs.

7 AUDIO VISUAL LIBRARY
Listen to music, plays, speeches, or poetry in a carrel or in one of the study rooms along this side of the building. Some of the carrels have television monitors. If someone is watching the program you want, you can use the headset in an adjoining carrel and share the set.

- **A** Card catalog—Works are listed here by composer, performers, title, type of music, and album title. Write the phonodisc or tape number on a request form and take it to the Desk.
- **B** Blackboard—You can tell what is playing on each channel by looking here. Your request will be posted here next to the channel number.
- **C** Desk—Place your requests and check out cassette players and other audio-visual equipment here. The equipment is for use in the library. "Course Lists" are on the table to the right of the Desk. Check here for audio-visual materials assigned in classes.
- Carrels—Each carrel has a channel selector (21 channels) with numbers corresponding to those on the blackboard. Put on the headphones and dial your selection.
- **E** Study rooms—You can use filmstrip viewers, slide/tape players, and audio cassette players here.

8 ACADEMIC CENTER PUBLIC TERMINAL FACILITY
If you have an account number to use computer time, you can do your computer programming here.

You have just completed a tour of the Undergraduate Library. If you wish, you may tour the Academic Center on the fourth floor, open 8-5, Monday-Friday. It is a part of the Humanities Research Center and includes study rooms, special collections, and a display gallery.

Ideas for Topics

The key to successful research is the topic you choose. Before choosing a preliminary topic, read the UGL Study Guide USING THE LIBRARY FOR RESEARCH. It gives guidelines for choosing and limiting topics and also outlines the steps of the research process.

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1. Juvenile delinquency

   Is delinquent behavior more common in particular geographic areas or socio-economic groups? How can delinquency be prevented? How is it punished? What reforms are seen as necessary in the administration of juvenile justice? What factors in modern industrial society contribute to the development of delinquency? Do the same laws apply to adults and minors?

2. Endangered species

   What species are endangered? What is being done to save rare animals or plants? What is the history of an animal that is either already extinct or in danger of extinction? Are zoos part of the answer or part of the problem? What is the role of the sportsman? Conservationist? Government?

3. Gambling

   Why do people gamble? What are the attitudes toward gambling in our society? Do other societies have similar attitudes toward gambling? Is gambling a legal, a moral, or an economic issue? What are some of the consequences of legalized gambling?

4. Cancer

   What do doctors think causes cancer? Is there likely ever to be a single cure or treatment? What are some of the most promising areas of cancer research? Can cancer be predicted? Can it be prevented?

5. The airplane and society

   How safe is flying? What are the major causes of aviation accidents? What are some of the safety measures being taken to prevent accidents? What impact has the development of aviation had on business, warfare, or public transportation? What are the pros and cons of deregulation for the airline industry?

6. Prison reform

Why do U.S. prisons need reform? What are some specific reforms suggested? What part have the prisoners themselves played in the demand for reform? What are the "liberal" and "conservative" views on this issue? How do penal systems differ in other countries? What progress has been made to improve conditions?

7. Wiretapping and the right to privacy

What legislation has been passed to protect the right to privacy? Is it legal for private citizens to tap, bug, or record private conversations? When did government wiretapping originate? Is it legal? Is it justified?

8. Arms control and disarmament

What are the prospects for successful control of chemical, biological, nuclear, or conventional weapons? What psychological or social barriers impede either disarmament or arms control? What problems surround the U.S. - Soviet SALT talks?

9. Teenage pregnancy

Why are more teenage girls becoming pregnant despite readily available birth control methods? Why are some of these teenagers keeping their babies rather than giving them up for adoption or having abortions? Can a teenager be a good mother? What special problems does the teenage mother have in raising a child? Does the increase in teenage pregnancy reflect our society's changing attitudes towards sex? What is the role of the father in the case of teenage pregnancy?

10. Sports and society

What are some of the psychological and sociological aspects of being a participant or spectator of sports? How and why have some sports ceased to be "fun" and become big business? Is violence in sports becoming excessive? What are the advantages and disadvantages of amateur versus professional status in various sports? How important are sports and its heroes to the public? Do world political conflicts endanger international sports competitions such as the Olympics and similar events?

11. Dreams

What were some of the early explanations of why we dream? What are some current ones? What is the significance of dreams? Can they tell us more about ourselves? How do scientists study dreams? What are some similarities and differences among schools of dream interpretation?

12. Dance

How has dance developed and changed in America? What changes are occurring in the American attitude toward dance as an art form or as popular entertainment? How has a major performer, such as Martha Graham, Isadora Duncan, or Rudolf Nureyev, contributed to the world of dance? What is choreography and how has it evolved with such influences as Agnes DeMille? What is dance therapy?

13. Air pollution

What are the major causes of air pollution? What are the solutions? What economic problems are involved? What are the health hazards posed by air pollution? What has been the government's response? Industry's response?

14. Consumer credit

When did installment buying begin? What impact has easy credit had on the way people live? Has it increased waste? How does the government regulate credit? How are credit cards abused? What effect does credit have on the economy?

15. Metric system

The metric change is close at hand. What are its advantages and disadvantages? What countries are already using it? What effects will U.S. adoption have on industry, travel, education, the economy, or daily life? How is the U.S. preparing for the changeover?

16. The fictional detective

When did the detective story become popular? Why has it remained popular? Who were the early detective fiction writers and what characters did they create? What characteristics do these characters have in common with current detectives? How have famous detective characters reflected the attitudes of their times? How has detective and mystery fiction changed since 1940?

17. Drugs

What are the arguments for and against legalizing marijuana? Have the arguments always remained the same or have they changed as marijuana became more popular? What are the effects of heroin or cocaine vs. marijuana use? What are some of the current methods in the treatment of drug addiction? How are prescription drugs being abused? By whom?

18. Experimental education

What are some of the societal pressures leading to the shift away from experimental education and back to traditional methods? What kind of learning does the open, unstructured class promote compared with the tightly structured class? What should the schools teach: life skills, basic education, values, or conformity?

19. Military service

What are the pros and cons of the military draft versus an all-volunteer army? How do current attitudes towards the draft compare with attitudes in the past, such as during the Vietnamese Conflict? How should the United States treat individuals who refuse to serve in the military? What social and other problems do minorities face in the military? What problems of adjustment face persons entering or leaving military service? What kinds of attitudes does military service create in an individual?

20. History

Choose an historical event and consider some aspect of it, e.g., its causes; its immediate effect; its impact on later events; its cultural, legal, economic, military, political, religious, scientific, sociological, or technological implications. You may get ideas from Great Events in History, a series of reference books in the Undergraduate Library. There are separate sets for American, European, and medieval history. Find the call numbers by looking for the title in the Name/Title Catalog. If you use one of these books for background information, list it on your worksheet and complete a bibliography card giving editor and other publication information for the volume used.

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1. Organ transplants

   What medical breakthroughs have made organ transplants possible? How successful have transplants been? What are some practical problems involved in transplanting human organs? How are donors found? What are some legal or ethical problems that have developed?

2. Aging

   What is it like to be old in the U.S.? How is the age distribution of the population changing? What problems of income, housing, or medical care do old people face? Is mandatory retirement fair? How does the treatment of old people differ in other countries? What factors in our culture contribute to our attitude toward old age? What is "gray power"?

3. Origin of the universe

   What are some of the scientific explanations for the origin of the universe? What theory does most of the available evidence seem to support? Is there agreement on the way planets are created? What new evidence has been turned up by the space program?

4. Divorce

   How are patterns of marriage and divorce changing in the U.S.? What changes have there been in attitudes toward divorce? What kinds of psychological, legal, financial, or social problems does divorce cause and what help is available to deal with these problems? How does divorce affect children? How should child custody be handled? How can problems in marriage be resolved without divorce?

5. Climatic change and weather modification

Is man inadvertently changing the earth's climate? How can pollution, industrialization, or urbanization influence the weather? What do scientists predict the impact of a worldwide climatic change would be? In what cases would weather modification be beneficial? What are the limits of weather modification technologies?

6. Body language

What is nonverbal communication? Can you really read a person like a book? How does nonverbal communication differ in other cultures, for example, Latin America? What effect can this have on inter-cultural communication? Of what practical use is the study of nonverbal communication? What has research on kinesics contributed to understanding the importance of body movement in communication?

7. Terrorism

Is terrorism becoming more prevalent in the world today? Why? How is terrorism used as a means to political ends? What is the relationship between terrorism and revolution? What can nations do to protect citizens from terrorist attacks? What are the moral and ethical considerations of terrorist activity? How has assassination been used as a terrorist tool?

8. Experimental education

What are some of the societal pressures leading to the shift away from experimental education and back to traditional methods? What kind of learning does the open, unstructured class promote compared with the tightly structured class? What should the schools teach: life skills, basic education, values, or conformity?

9. Left-handedness

What are the disadvantages of being left-handed? Are there any advantages? Is there any justification for the subtle prejudices against left-handers? Does being left-handed affect the way you think? Is left-handedness an inherited trait? Should left-handed children be trained to favor their right hands?

10. Mafia

What is the history of the Mafia? What part does it play in organized crime? How has its power changed since its heyday in the 1930's and 1940's? Why is it so difficult to take legal action against it?

11. Black Death

What was the Black Death? How did it spread and why did it subside? How did the plague change the course of European history in religion, art, or politics? Is plague still a problem, and, if so, what measures have been taken to control it?

12. Solar energy

Is solar energy a feasible alternative to fossil fuels? How does it work? What are its limitations? What is the government doing to stimulate research into solar energy? What are the merits of passive design? How has architectural design been affected by solar energy use?

13. Computers

How has the computer changed since its invention? What impact has the computer had on business, education, communication, or other aspects of society? What benefits does the computer bring? What problems? How has the invention of the microprocessor revolutionized the computer industry?

14. Contemporary sexual ethics

How are sex customs changing in the U.S.? How has sex research contributed to our understanding of human sexuality? What are the pros and cons of sex education in the schools? Are men feeling threatened by changing sex roles?

15. Wiretapping and the right to privacy

What legislation has been passed to protect the right to privacy? Is it legal for private citizens to tap, bug, or record private conversations? When did government wiretapping originate? Is it legal? Is it justified?

16. Endangered species

What species are endangered? What is being done to save rare animals or plants? What is the history of an animal that is either already extinct or in danger of extinction? Are zoos part of the answer or part of the problem? What is the role of the sportsman? Conservationist? Government?

17. Photography

Is photography an art or a technology? Trace the development of a style or movement in the history of photography. Who were some of the earliest photographers and how do their methods compare with today's? What is photojournalism? How can it influence the public's perception of current events? How do photographers choose and compose a subject for a photograph? How has photography portrayed various eras in American history, such as the Western expansion or the Depression?

18. Pornography

What is pornography? Is it part of every culture? Is there any proof that pornography is harmful and can cause undesirable behavior? How have Supreme Court decisions affected censorship of pornography? How do feminists view pornography? What is being done to stop child pornography?

19. World food crisis

What are some causes of the world food crisis? What areas suffer most from lack of food? What solutions have been proposed and what are their drawbacks? What assistance programs is the U.S. funding? How is food used as a political weapon?

20. History

Choose an historical event and consider some aspect of it, e.g., its causes; its immediate effect; its impact on later events; its cultural, legal, economic, military, political, religious, scientific, sociological, or technological implications. You may get ideas from Great Events in History, a series of reference books in the Undergraduate Library. There are separate sets for American, European, and medieval history. Find the call numbers by looking for the title in the Name/Title Catalog. If you use one of these books for background information, list it on your worksheet and complete a bibliography card giving editor and other publication information for the volume used.

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1. Gun control

   What are the arguments for and against gun control? Does the availability of guns lead to their use in crime? How is the phrase "the right to keep and bear arms" interpreted by the National Rifle Association or by gun control advocates? Why is gun control such a controversial issue in the U.S. when it is practiced successfully in many other countries?

2. Venereal disease

   Is venereal disease more or less of a problem today than in the past? Why? What are some of the myths regarding venereal disease? What are the dangers of untreated venereal disease?

3. Utopia

   What is utopia and how did the term originate? Do ideas of utopia change as society changes? What are some of the famous utopian experiments? Were they successful? Did they have any impact on society? What are some of the famous literary utopias?

4. Pesticides, herbicides, and industrial poisons

   What are some of the effects of pesticides on the environment? On people and wildlife? What are some of the chemicals being attacked by environmentalists? How important are pesticides and herbicides in protecting our food supply? What are the limitations or advantages of "natural pesticides"? How have government, industry, or farmers reacted to the controversy? What are the risks or dangers of chemical waste disposal, such as at Love Canal?

5. Laughter

What makes people laugh? What are some of the theories of humor? What is the difference between humor and comedy? What role does laughing play in the release of tension? Are some things universally funny? What comparisons can be drawn between contemporary jokes, comedy films, or TV shows and those in the past?

6. White collar crime

What is white collar crime? How does it differ from other crime? Do white collar criminals receive special treatment? What are some of the most famous cases of white collar crime? Is white collar crime on the increase in this country? Do computers provide more opportunities for white collar crime?

7. Child abuse

How widespread is the problem of child abuse? What are its causes? Is it a moral, legal, or psychological problem? What is being done to prevent child abuse and help the abuser? What are the various forms child abuse can take, such as physical, emotional, or sexual abuse? How does one kind of abuse, such as incest, affect the child in later life?

8. The twenty-first century

What are some of the predictions about life at the end of this century and in the twenty-first century? How should we prepare for the future now? Does our future depend on space exploration, increased technology, or new constraints on our use of resources? Which nations will be most affected by the future? Who will fare best? Why? What changes will the future bring in terms of social attitudes, such as the changing nature of sex roles or the function of the family?

9. Busing

How have American attitudes towards school integration changed in recent years? What are the results of busing in a city where school integration has been achieved, such as Boston or Oklahoma City? What are the benefits of busing? What are the arguments against busing?

10. Crowding and personal space

What is environmental psychology contributing to our understanding of the importance of personal space? What changes in behavior are caused by overcrowding? What research has been done to find the effects of overcrowding on animals? How are riots and demonstrations related to crowding? Not all people need the same amount of personal space. What are some of the cultural or psychological implications of these differences among people?

11. Geothermal resources

What is geothermal energy? Is it a feasible alternative to fossil fuels? How is it produced? How expensive is it? What are its limitations? Advantages? What is the government doing to stimulate research in geothermal energy?

12. Homosexuality

What are some current theories about why people are homosexual? What are some of the psychological, sociological, or legal aspects of homosexuality? Recently, the American Psychiatric Association decided it would no longer categorize homosexuality as an illness. Does this decision reflect changes in the attitude of society in general toward homosexuality? Why have laws preventing discrimination on the basis of sexual preference (as in Dade County, Florida) become an issue?

13. Organ transplants

What medical breakthroughs have made organ transplants possible? How successful have transplants been? What are some practical problems involved in transplanting human organs? How are donors found? What are some legal or ethical problems that have developed?

14. Vampires

What is the origin of the vampire legend? Who was the original Count Dracula? What does the vampire represent? How have vampires been portrayed in 19th and 20th century literature and in films? Is there any factual data to support the existence of vampires?

15. Juvenile delinquency

Is delinquent behavior more common in particular geographic areas or socioeconomic groups? How can delinquency be prevented? How is it punished? What reforms are seen as necessary in the administration of juvenile justice? What factors in modern industrial society contribute to the development of delinquency? Do the same laws apply to adults and minors?

16. Water pollution

When did water pollution become an issue? What are some of the causes and results of water pollution? What has been the government's response to the problem? Industry's response? How does the average household contribute to water pollution? How safe are most municipal water supplies?

17. Parks

When did public parks originate? How did they develop? How important are parks in modern urban America and what purposes do they serve? What are some of the factors that should be considered in planning a park? What are some of the problems being posed by the popularity of parks and recreational areas?

18. Government intelligence and protective agencies

How did the F.B.I. or the C.I.A. begin? For what purpose? What factors contributed to their abuse of power? Is it the nature of such groups to become a threat to the society they are supposed to protect? How much impact do they have on foreign or domestic policy?

19. Acupuncture

How has acupuncture been received by Western medicine? How is acupuncture used in various countries? How does it work? What are the pros and cons of acupuncture treatment?

20. History

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1. Prison reform

   Why do U.S. prisons need reform? What are some specific reforms suggested? What part have the prisoners themselves played in the demand for reform? What are the "liberal" and "conservative" views on this issue? How do penal systems differ in other countries? What progress has been made to improve conditions?

2. Rights and responsibilities of children

   How has society's treatment of children changed? Has the status of children changed? What is the Children's Rights Movement? How much freedom do children have today?

3. Vitamins

   How do vitamins affect people's health? How accurate is the Minimum Daily Requirement? Does mega-vitamin therapy work? What are the diseases it is being tried on? What are the arguments against it? How do natural and synthetic vitamins differ?

4. Art forgeries

   What have been some notorious art fakes and hoaxes? How can forgeries be detected? What are some of the methods used in art forgery? Is there a way to protect valuable art from forgery?

5. UFO's

   What are some current theories about the existence of UFO's? Do UFO sightings follow a pattern? Is there any evidence of government cover-up of UFO sightings? What serious research has been done on UFO's?

6. Death and funeral rites

What are some of the historical changes in attitudes toward death and the customs associated with it? How are U.S. attitudes toward death changing? What can be done to help terminal patients prepare for death? What are some ways to cope with grief? What functions do funeral rites and ceremonies serve? How do a society's rites reflect its concept of death? What can be learned about life after death and the moment of death from people who survive an apparent death experience?

7. Cults and religious movements

What accounts for the rise in participation in various evangelical religions and cults? How does the increasing interest reflect American society and its values? What is the "human potential" movement? Is it a new religion in America? What is deprogramming? What are the pros and cons of its use on cult members?

8. Intelligence

What is the modern definition of intelligence? Can intelligence be measured accurately? How important are IQ scores? Is there a relation between these scores and school performance? Can IQ scores be improved? Is intelligence determined primarily by heredity (genetics) or by environment? What arguments are presented by those who take opposite positions on this controversy?

9. Preserving our architectural heritage

Why should cities preserve their historic buildings? Is it economical to restore old buildings? What are the disadvantages of preserving architecture? What factors should a city consider in deciding whether to preserve historic districts?

10. Parks

When did public parks originate? How did they develop? How important are parks in modern urban America and what purposes do they serve? What are some of the factors that should be considered in planning a park? What are some of the problems being posed by the popularity of parks and recreational areas?

11. Alcoholism

What are the prevalent attitudes toward alcoholism? How extensive is the problem of teenage drinking? Is problem drinking more common among men or women? What are the psychological effects of alcohol? Can alcoholism be cured? What treatments seem most promising? What impact does alcoholism have on the economy? How does alcoholism affect the family? How can an employer deal with alcoholism on the job?

12. Driving a car

What factors contribute to traffic accidents? Why is the American car still not as safe as it could be? What are the respective advantages/disadvantages of large and small cars--economic, psychological, safety appeals, status? Why is it difficult to replace automobile traveling with mass transit systems? How is the energy situation changing American driving habits?

13. Inflation

What is inflation? What causes it? Is it a recent phenomenon or an historic one? What are its effects? What has the U.S. done to reduce inflation? How do the opinions of particular politicians or economists differ? What effect does the status of the dollar abroad have on the economy here?

14. Adoption

Why do people decide to adopt a child? What difficulties are they likely to encounter before and after adopting? What special considerations are involved in the adoption of multiracial, handicapped, or other "special" children? What problems are created for the adopted parents and the birth parents when adopted children search for their "roots"? What obstacles do the children face in their search?

15. Computers

How has the computer changed since its invention? What impact has the computer had on business, education, communication, or other aspects of society? What benefits does the computer bring? What problems? How has the invention of the microprocessor revolutionized the computer industry?

16. Gun control

What are the arguments for and against gun control? Does the availability of guns lead to their use in crime? How is the phrase "the right to keep and bear arms" interpreted by the National Rifle Association or by gun control advocates? Why is gun control such a controversial issue in the U.S. when it is practiced successfully in many other countries?

17. The press and politics

What effect does television and radio coverage have on elections? Have campaign strategies changed as a result? Does television, radio, and newspaper coverage make politicians more open to ridicule and scandal? What effect does television, radio, and newspaper coverage have on political events? Is legislation to control the political use of the press desirable? Can the press "make" or "break" a political figure?

18. Sports and society

What are some of the psychological and sociological aspects of being a participant or spectator of sports? How and why have some sports ceased to be "fun" and become big business? Is violence in sports becoming excessive? What are the advantages and disadvantages of amateur versus professional status in various sports? How important are sports and its heroes to the public? Do world political conflicts endanger international sports competions such as the Olympics and similar events?

19. Noise pollution

Is noise merely an inconvenience or does it cause physiological and/or psychological damage? What are some of the major causes of noise pollution? How can noise be controlled? What role has the government played in noise control?

20. History

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1. Lasers

   How was the laser invented? What is the difference between lasers and masers? How have lasers been used in industry, warfare, art, or medicine? What future uses have been projected? How are lasers related to holography?

2. Smoking

   How serious a health hazard is smoking to smokers and non-smokers? Has smoking always been considered unhealthy? How influential is the tobacco industry? What impact has the U.S. Surgeon General's report Smoking and Health had on smoking habits? What are some of the methods recommended for people trying to give up cigarettes, and how effective are these methods?

3. Public opinion

   What is "public opinion" and what factors influence it? How is it measured? How reliable are these measurements? Does public opinion shape or reflect the media, the market place, or the political arena? For what purposes are public opinion polls used?

4. Hypnosis

   Can anyone be hypnotized? What is the medical or psychological basis of hypnosis? What are some of the results of recent research into hypnosis? How is hypnotism used and misused? How is hypnosis used in law enforcement?

5. Animals that capture the imagination

   Choose an animal and discuss its habitat, behavior, or position in the world today. For example: What is the controversy surrounding whale hunting? Should there be a moratorium on the killing of seals? What has research discovered about the intelligence of dolphins or chimpanzees?

6. Pyramids and ancient megaliths

Who built the pyramids of Egypt or Stonehenge in England or the great stone faces on Easter Island? How do these ancient monuments reflect the cultures of their makers? What is one theory of how the pyramids were built? What are some of the legends and curses of the pyramids? Do these structures indicate high levels of civilization? What happened to the builders? What is the relationship between astronomy and these ancient monuments?

7. Capital punishment

What kinds of crimes are currently punishable by death? How has public opinion on capital punishment changed in recent years? Is the death penalty administered fairly, or equally, in the U.S.? How is the death penalty used in other countries?

8. Arms control and disarmament

What are the prospects for successful control of chemical, biological, nuclear, or conventional weapons? What psychological or social barriers impede either disarmament or arms control? What problems surround the U.S. - Soviet SALT talks?

9. Contemporary sexual ethics

How are sex customs changing in the U.S.? How has sex research contributed to our understanding of human sexuality? What are the pros and cons of sex education in the schools? Are men feeling threatened by changing sex roles?

10. Noise pollution

Is noise merely an inconvenience or does it cause physiological and/or psychological damage? What are some of the major causes of noise pollution? How can noise be controlled? What role has the government played in noise control?

11. Suicide

Is suicide on the increase? In what groups of people is it most common? Have recent social attitudes toward suicide changed? How do attitudes toward suicide differ among cultures?

12. Astrology

What is the relationship between astronomy and astrology? Does astrology have a scientific basis? Can belief in astrology cause any harm? How widespread is belief in astrology?

13. Rights and responsibilities of children

How has society's treatment of children changed? Has the status of children changed? What is the Children's Rights Movement? How much freedom do children have today?

14. Artificial intelligence

What is artificial intelligence? Can machines be built which will solve problems, play games, and even demonstrate the ability to learn? What research has been done in this area? What are the dangers of developing artificial intelligence? What is cybernetics? What is the relationship between cybernetics and artificial intelligence?

15. Consumer protection

What rights do consumers have? Historically, how has the government regulated such things as food, appliances, alcohol, cars, and cigarettes? What effects has Ralph Nader had on American consumer protection? If a product or service has been unsatisfactory, what can a consumer do about it? Are laws necessary to protect consumers?

16. Income tax

What are some of the criticisms voiced about the U.S. income tax system? Do the tax laws favor certain groups, such as corporations, the wealthy, or the unmarried individual? If the laws are unfair, why are they so difficult to change? How does our system compare with that of other countries? How is inflation affecting the income tax structure?

17. Laughter

What makes people laugh? What are some of the theories of humor? What is the difference between humor and comedy? What role does laughing play in the release of tension? Are some things universally funny? What comparisons can be drawn between contemporary jokes, comedy films, or TV shows and those in the past?

18. Lobbying

What role does lobbying play in our political system? Does lobbying have any advantages for the public? How has lobbying been abused and how can these abuses be prevented? What techniques do lobbyists use? How successful has one of the prominent lobbies, such as the American Medical Association, the American Rifle Association, or Common Cause, been in influencing legislation?

19. Parent and child

What role does each parent have in the child's development? How have ideas about raising children changed in the last twenty years? How has our changing society affected the family? Is the family becoming obsolete? What new roles is the father playing in child rearing? Why? What special problems does the single parent face in raising a family?

20. History

Choose an historical event and consider some aspect of it, e.g., its causes; its immediate effect; its impact on later events; its cultural, legal, economic, military, political, religious, scientific, sociological, or technological implications. You may get ideas from Great Events in History, a series of reference books in the Undergraduate Library. There are separate sets for American, European, and medieval history. Find the call numbers by looking for the title in the Name/Title Catalog. If you use one of these books for background information, list it on your worksheet and complete a bibliography card giving editor and other publication information for the volume used.

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Ideas for Topics

The key to successful research is the topic you choose. Before choosing a preliminary topic, read the UGL Study Guide USING THE LIBRARY FOR RESEARCH. It gives guidelines for choosing and limiting topics and also outlines the steps of the research process.

Whatever subject you choose, you will need to select an *aspect* of it to concentrate on in researching and writing your paper. Following is a list of subjects suitable for research along with questions to suggest possible ways of focusing your paper. Remember, these questions are only some of the approaches you can take. As your research progresses, you may discover other angles that interest you.

You may want to choose a subject that is not on the list. If so, talk your idea over with your instructor first. Also check with a librarian to be sure you will be able to find sufficient information on the subject you are considering.

1. Lobbying

   What role does lobbying play in our political system? Does lobbying have any advantages for the public? How has lobbying been abused and how can these abuses be prevented? What techniques do lobbyists use? How successful has one of the prominent lobbies, such as the American Medical Association, the American Rifle Association, or Common Cause, been in influencing legislation?

2. Equal Rights Amendment

   When was the Equal Rights Amendment proposed? What progress has been made? What groups are opposed to the Equal Rights Amendment? For what reasons? What impact would the amendment have on women's rights and legal status if it were adopted?

3. Television

   How does television violence affect the public? How do TV watchers differ from non-watchers? What can children learn from television? Who determines what appears on television: advertisers, producers, network officials, the public? How has television programming changed over the years? What impact will cable TV (community antenna television) have on television viewers of the future?

4. Income tax

   What are some of the criticisms voiced about the U.S. income tax system? Do the tax laws favor certain groups, such as corporations, the wealthy, or the unmarried individual? If the laws are unfair, why are they so difficult to change? How does our system compare with that of other countries? How is inflation affecting the income tax structure?

5. Life on other planets

What evidence exists to suggest the possibility of life on other planets? Is the search for extraterrestrial life an important goal in our space program? What methods are used to detect life? What forms is life elsewhere likely to take? Have recent planetary explorations changed our views? What can we learn from contact with other life forms?

6. Refugees

What are the causes of refugee movements? What has been the attitude of the U.S. toward refugees? What has been the attitude of other countries? Is transporting refugees to new homelands always the correct answer/solution to the problem? What problems face a refugee on arrival in a new country? What are some possible solutions? What social or economic problems face a nation that accepts an influx of refugees?

7. Divorce

How are patterns of marriage and divorce changing in the U.S.? What changes have there been in attitudes toward divorce? What kinds of psychological, legal, financial, or social problems does divorce cause and what help is available to deal with these problems? How does divorce affect children? How should child custody be handled? How can problems in marriage be resolved without divorce?

8. White collar crime

What is white collar crime? How does it differ from other crime? Do white collar criminals receive special treatment? What are some of the most famous cases of white collar crime? Is white collar crime on the increase in this country? Do computers provide more opportunities for white collar crime?

9. Utopia

What is utopia and how did the term originate? Do ideas of utopia change as society changes? What are some of the famous utopian experiments? Were they successful? Did they have any impact on society? What are some of the famous literary utopias?

10. Abortion

Is abortion safe? Under what circumstances? What are the various moral, ethical, legal, religious, scientific, or medical arguments for and against abortion? Should the government fund abortions for the poor? Is the attitude towards abortion changing in the U.S.?

11. Water pollution

When did water pollution become an issue? What are some of the causes and results of water pollution? What has been the government's response to the problem? Industry's response? How does the average household contribute to water pollution? How safe are most municipal water supplies?

12. Film

How have movies been used to influence public attitudes such as patriotism during wartime? Why did certain types of films dominate the screen in certain eras, such as the gangster movies of the thirties? What kinds of social commentary have movies portrayed? What censorship has been imposed?

13. Population explosion

What solutions have been proposed for overpopulation? What are some of the most promising methods of birth control and the problems associated with them? Should sterilization be used as a method of birth control? Are all countries concerned about limiting their populations? How are population trends in other countries going to affect the U.S.?

14. ESP

What is extrasensory perception? What are some of the forms it takes? What kinds of experiments are used to test its validity? Why is there so much skepticism about ESP?

15. Gambling

Why do people gamble? What are the attitudes toward gambling in our society? Do other societies have similar attitudes toward gambling? Is gambling a legal, a moral, or an economic issue? What are some of the consequences of legalized gambling?

16. Astrology

What is the relationship between astronomy and astrology? Does astrology have a scientific basis? Can belief in astrology cause any harm? How widespread is belief in astrology?

17. Genetic research

What is genetic engineering? What legal, ethical, or safety problems are raised by genetic research? Why is "test tube birth" controversial? What are the pros and cons of research with recombinant DNA?

18. Animal communication

How do animals communicate with each other? Do certain species have the capacity to talk to man? What research has been done on teaching language to such animals as apes and dolphins? What are the implications of this research?

19. Artificial intelligence

What is artificial intelligence? Can machines be built which will solve problems, play games, and even demonstrate the ability to learn? What research has been done in this area? What are the dangers of developing artificial intelligence? What is cybernetics? What is the relationship between cybernetics and artificial intelligence?

20. History

Choose an historical event and consider some aspect of it, e.g., its causes; its immediate effect; its impact on later events; its cultural, legal, economic, military, political, religious, scientific, sociological, or technological implications. You may get ideas from Great Events in History, a series of reference books in the Undergraduate Library. There are separate sets for American, European, and medieval history. Find the call numbers by looking for the title in the Name/Title Catalog. If you use one of these books for background information, list it on your worksheet and complete a bibliography card giving editor and other publication information for the volume used.

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Ideas for Topics

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You may want to choose a subject that is not on the list. If so, talk your idea over with your instructor first. Also check with a librarian to be sure you will be able to find sufficient information on the subject you are considering.

1. The United Nations

   How well has the United Nations fulfilled its original purposes? Is the U.N. out of date? How effective is the U.N. as a peacekeeping organization? What is the likelihood that the U.S. will ever withdraw from the U.N.? Why is the U.N. unpopular with some groups in the U.S.? If the U.N. is to survive, what needs to be done to make it a strong power in world affairs?

2. Climatic change and weather modification

   Is man inadvertently changing the earth's climate? How can pollution, industrialization, or urbanization influence the weather? What do scientists predict the impact of a worldwide climatic change would be? In what cases would weather modification be beneficial? What are the limits of weather modification technologies?

3. Religious prejudice

   What are some of the psychological or sociological reasons for religious intolerance? Is religious prejudice exhibited in the U.S. today? How do modern and ancient forms of anti-Semitism or anti-Catholicism differ? What impact did World War II have on attitudes toward Jews?

4. Inflation

   What is inflation? What causes it? Is it a recent phenomenon or an historic one? What are its effects? What has the U.S. done to reduce inflation? How do the opinions of particular politicians or economists differ? What effect does the status of the dollar abroad have on the economy here? Can inflation lead to recession?

5. Popular music

Choose a form of popular music, for example, jazz, country and western, rock, or blues. How did this type of music originate and develop? How has it changed from its original form? What influence has it had on other forms of music? How does it reflect other aspects of contemporary society?

6. Life on other planets

What evidence exists to suggest the possibility of life on other planets? Is the search for extraterrestrial life an important goal in our space program? What methods are used to detect life? What forms is life elsewhere likely to take? Have recent planetary explorations changed our views? What can we learn from contact with other life forms?

7. Parent and child

What role does each parent have in the child's development? How have ideas about raising children changed in the last twenty years? How has our changing society affected the family? Is the family becoming obsolete? What new roles is the father playing in child rearing? Why? What special problems does the single parent face in raising a family?

8. World food crisis

What are some causes of the world food crisis? What areas suffer most from lack of food? What solutions have been proposed and what are their drawbacks? What assistance programs is the U.S. funding? How is food used as a political weapon?

9. Venereal disease

Is venereal disease more or less of a problem today than in the past? Why? What are some of the myths regarding venereal disease? What are the dangers of untreated venereal disease?

10. Nuclear energy

What are the advantages of using nuclear energy? What are the environmental hazards of nuclear energy? Are there safe means for disposing of nuclear wastes? Why are people protesting the building of new nuclear power plants? What are the alternatives to nuclear energy? How feasible are they? What impact has the accident at Three Mile Island had on the people in the immediate area? On the nation as a whole?

11. Apartheid and South Africa

What is apartheid and the rationale behind it? What comparisons can be made between apartheid and segregation in the U.S.? What is it like for blacks in South Africa? What progress has been made in changing South Africa's policies?

12. Euthanasia

What are the arguments for or against euthanasia? What changes in medical technology have made euthanasia an issue? Can a person legally determine her/his own death? How does the controversy over euthanasia reflect the American attitude toward death?

13. Mental illness

How have society's concept of mental illness and the treatment of mental patients changed? Consider the prevalence of some forms of mental illness such as schizophrenia, depression, autism, etc. What do authorities think causes the condition and how is it treated? What are the differing views on particular approaches to treatment like psychiatry, shock, chemotherapy, or new methods like psychodrama or vitamin therapy? Is there any evidence to support the theory that women are more susceptible to mental disorders than men are?

14. Crowding and personal space

What is environmental psychology contributing to our understanding of the importance of personal space? What changes in behavior are caused by overcrowding? What research has been done to find the effects of overcrowding on animals? How are riots and demonstrations related to crowding? Not all people need the same amount of personal space. What are some of the cultural or psychological implications of these differences among people?

15. Rape

What are some of the prevalent attitudes concerning rape? What research has been done on this crime and its victims? How have the courts' and society's views changed regarding rape in general, and especially regarding treatment of the victim? Why do some women's groups consider rape a political act?

16. The twenty-first century

What are some of the predictions about life at the end of this century and in the twenty-first century? How should we prepare for the future now? Does our future depend on space exploration, increased technology, or new constraints on our use of resources? Which nations will be most affected by the future? Who will fare best? Why? What changes will the future bring in terms of social attitudes, such as the changing nature of sex roles or the function of the family?

17. Working women

What are the special needs or problems of blue collar women workers, or women in management? Can a woman be employed and raise children successfully at the same time? What can be done to make working easier for women with children? Is day care the answer? Have affirmative action programs helped women facing discrimination in employment to get jobs? To get promoted?

18. Science fiction themes

What are some common science fiction themes and how have different authors dealt with them? How has the treatment of a particular theme changed over time? How has early science fiction become reality?

19. Public opinion

What is 'public opinion" and what factors influence it? How is it measured? How reliable are these measurements? Does public opinion shape or reflect the media, the marketplace, or the political arena? For what purposes are public opinion polls used?

20. History

Choose an historical event and consider some aspect of it, e.g., its causes; its immediate effect; its impact on later events; its cultural, legal, economic, military, political, religious, scientific, sociological, or technological implications. You may get ideas from Great Events in History, a series of reference books in the Undergraduate Library. There are separate sets for American, European, and medieval history. Find the call numbers by looking for the title in the Name/Title Catalog. If you use one of these books for background information, list it on your worksheet and complete a bibliography card giving editor and other publication information for the volume used.

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RESEARCH PAPER WORKSHEET

PURPOSE

The purpose of this worksheet is to lead you through the steps of a library "search strategy" which you will be able to apply to almost any research project you encounter in other courses. By following a search strategy that leads from background reading, to books located with the aid of the Subject Headings List, to articles listed in both general and specialized periodical indexes, you can make the best use of the time you spend in the library.

Both the nature of college assignments and the complexity of a library system having more than four million books require the use of more sophisticated research techniques than those already mastered by most entering students. For this reason the Undergraduate Library (UGL) has prepared a series of UGL STUDY GUIDES on finding and using different information sources. You will be using four of these Study Guides to complete this worksheet:

- ★ Using the Library for Research
- ★ Finding Background Information
- ★ Finding Books
- ★ Finding Articles in Periodicals

Some of the points covered in the Study Guides may be a review of what you already know, but each one also introduces skills and sources which will be new to you. If you read the Study Guides carefully, follow the research strategy suggested, and don't try to do all your library work at the last minute, you should be able to find the material most useful for your topic. The librarians at the UGL Information/Reference Desk welcome your questions. If you have any doubts about whether you have overlooked any important sources, feel free to ask them for suggestions.

STRUCTURE

The techniques associated with writing research papers are covered in your text and will be discussed in class. Outside class, you will record on this worksheet the steps you take to find material on your topic. You will also be completing bibliography cards for the books and articles you want to read, and note cards summarizing the relevant material you find in them. The bibliography cards should contain all the information you need for your paper's final bibliography: author, title, publication details, and date.

Your instructor will be checking this worksheet before you write your paper so that you will have time to follow through on suggestions. Unless your instructor indicates otherwise, your bibliography and note cards don't have to be handed in until you submit your paper.

Record the due dates your instructor assigns below.

✶ Due Date for worksheet Sections I & II _____

Your worksheet will be evaluated to see whether you:

1. found an appropriate source for background information on your preliminary topic choice.

2. have a workable topic or thesis statement that is not too broad for the length of paper assigned.

✶ Due Date for worksheet Section III _____

By this time you should have:

1. used the Subject Headings List to find the most useful subject headings for your topic in the Subject Catalog.

2. identified at least five to ten books that may be relevant.

✶ Due Date for worksheet Section IV _____

By this time you should have:

1. consulted at least two different periodical indexes.

2. identified five to ten articles which may be useful.

✶ Due Date for Paper, Worksheet, Bibliography Cards, and Note Cards _____

Your paper will be evaluated to see whether:

1. you applied the rhetorical and composition skills covered in this course.

2. your footnotes and final bibliography are in the format prescribed by the text or your instructor.

3. your final bibliography includes at least six to ten citations, including an encyclopedia or news summary, books, and periodical articles.

Section I: STARTING YOUR RESEARCH

Begin by reading the UGL Study Guide USING THE LIBRARY FOR RESEARCH. It gives an overview of the search strategy you will be following, guidelines for choosing and restricting a topic, and instructions for filling out bibliography and note cards. Record your preliminary topic below.

At this stage, you will probably have only a general idea of your topic. After completing the next section, you should be prepared to focus on a particular aspect that interests you.

PRELIMINARY TOPIC:

Section II: FINDING BACKGROUND INFORMATION

Your objectives are to get an overview of your subject and restrict your topic by:

A Locating appropriate specialized encyclopedias, general encyclopedias, or news summaries from among those listed in the UGL Study Guide FINDING BACKGROUND INFORMATION.

B Using the indexes in encyclopedias or news summaries to find pertinent information on your topic.

1 After reading the UGL Study Guide FINDING BACKGROUND INFORMATION, choose a source appropriate for your topic from one of these starting points:

Specialized Encyclopedias (pp. 2-4 of the Study Guide)

General Encyclopedias (pp. 4-5 of the Study Guide)

Yearbooks/News Summaries (pp. 5-6 of the Study Guide)

2 Record the title of the source you have chosen below. If it is useful, make a bibliography card for it, and as many note cards as necessary. If there is a bibliography at the end of the article on your topic, you may find other items for which you'll want to make bibliography cards, so you can look for further information.

3 If your first choice was not useful, or if you need more help restricting your topic, try another source. Write its title below and make bibliography and note cards as necessary. If both your first and second choices were unproductive, ask a librarian for help, since finding background information on some topics is more difficult than for others. List every encyclopedia or news summary you try, so you will have a record of the sources which you have eliminated.

4 From what you have read so far, decide how you can restrict your topic. The UGL Study Guide USING THE LIBRARY FOR RESEARCH suggests some of the ways topics can be limited. Thinking in terms of a question your paper could answer, summarize the main point of your paper in a topic or thesis statement. Although you may find it necessary to revise this statement later, it should help you focus your research and notetaking. If you have difficulty formulating a topic or thesis statement, talk to your instructor.

TOPIC OR THESIS STATEMENT:

Section III: FINDING BOOKS

Your objective is to locate the books available on your topic in this library by:

A Familiarizing yourself with the use of the Subject and Name/Title Catalogs as described in the UGL Study Guide FINDING BOOKS.

B Using the Subject Headings List to find the subject headings used to list books on your topic in the Subject Catalog.

C Using the explanation of call number arrangement and the Location Chart at the end of the Name/Title Catalog to find out where your books are shelved.

1 Read the UGL Study Guide FINDING BOOKS. Then, based on the background reading you have already done on your topic, list below any terms you think might be useful for finding books in the Subject Catalog.

TERMS

2 Although books on almost every subject are listed in the Subject Catalog, the subject headings will often be different from the terms you use to describe your topic. Read the instructions on the cover of one of the copies of the Subject Headings List (the large red books on the tables near the Subject Catalog). Look up in it the terms you listed above in order to find the subject headings that are most relevant for your paper. List these subject headings below. (People and organizations are listed neither in the Subject Headings List nor in the Subject Catalog. Find them in the Name/Title Catalog.)

SUBJECT HEADINGS:
(from the Subject Headings List)

3 Next look up in the Subject Catalog the subject headings you found in the Subject Headings List. As you look through each of these subject headings in the catalog, fill out bibliography cards for the books which seem appropriate for your topic. You should have a total of five to ten cards, because when you find the books some may not prove useful.

4 Use the LOCATION CHART on the end of the Name/Title Catalog to find on which floor the books are located. Add the floor numbers to your bibliography cards. Find some of the books and begin taking notes for your paper. If you wait until the last minute to start your reading, you may find that the books you need are not available.

Section IV: FINDING ARTICLES IN PERIODICALS

Your objective is to locate articles on your subject by:

A Choosing at least two indexes which cover your topic from among those described in the UGL Study Guide FINDING ARTICLES IN PERIODICALS.

B Using the indexes to get the information you need to find articles, including the full title of the journals, the dates, and page numbers.

C Finding the magazines or journals you need in the Undergraduate Library or another library on campus.

1 Read the UGL Study Guide FINDING ARTICLES IN PERIODICALS. From the list on the last pages of the Study Guide, choose at least two indexes that seem relevant to your topic. Write the titles of the indexes and the years you look through below.

INDEXES USED

2 Look through at least two years of each index you select to find articles on your topic. The subject headings used are usually similar to those in the Subject Catalog. Make bibliography cards for the articles which seem promising.

If you find fewer than a total of five to ten relevant articles, look through more years of the indexes, try a different index, or discuss your problem with a reference librarian.

3 Use the information in "How to Find Periodicals" to find out if the periodicals you need are in UGL or in one of the other campus libraries. Add the locations to your bibliography cards.

LAST STEPS

You should now have:

1. A record of the search strategy you used in finding information on your topic.

2. A "working bibliography" made up of the bibliography cards you filled out for background sources, books, and articles.

3. Note cards on the material you have already read.

If you decide you need more information, there are many additional UGL Study Guides on the wall mural near the Subject Catalog. They can lead you to newspaper articles, statistics, biographies, and many other sources.

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Searching for information can be a time-consuming process. Experienced researchers have found that by following a search strategy, they can save time and avoid unnecessary frustration. The strategy outlined on the following pages can be adapted to almost any subject.

The purpose of this Study Guide is to present guidelines for:

CHOOSING A TOPIC
FINDING BACKGROUND INFORMATION
RESTRICTING THE TOPIC
FORMULATING A THESIS
FINDING BASIC INFORMATION
TAKING NOTES
FINDING EXTRA DETAILS
WRITING YOUR PAPER

Other Study Guides describe some of the preceding steps in greater detail. They will help you select and use specific sources. Librarians will be glad to answer any questions you may have about applying what you read in the Study Guides to your own topic.

choosing a topic

How well you are able to find information for your research paper depends to a large extent on the topic you choose. A topic too broad will lead you to a bewildering array of facts and incidents that cannot be treated adequately in a short paper. A topic too narrow, or too new, can leave you stranded, with just a few lonely facts to stretch over a number of pages. A topic too dull can bore you into skimping on your research, and your lack of interest will be reflected in your writing.

These are factors to consider in selecting a topic.

1. Choose a topic that interests you and that you can make interesting to your reader.
2. Choose a topic you can cover adequately within the time and word limit assigned.
3. Choose a topic that can be documented in the library. *Avoid* subjects so new or of such limited, local interest that they are unlikely to be in books or magazines. You must be able to find facts and ideas supporting the points you make in your paper.

finding background information

After you have chosen a subject that interests you, you are ready to begin the first phase of the research process: finding background information. Background reading helps you restrict your focus so that you can both limit the amount of time spent in research and also write a well-developed paper.

Often people are tempted to skip this phase and go directly to the card catalog or periodical indexes. *In the long run, it is more efficient to do background reading first.* Encyclopedia articles or news summaries can provide an overview that will give you ideas on how to limit your topic. Sometimes they also suggest specific sources for further information, thus giving you a head start in the research process.

The UGL Study Guide FINDING BACKGROUND INFORMATION explains this step of the research process at greater length. It also lists many specialized encyclopedias and news summaries, some of which may prove useful for your project.

restricting the topic

As you begin your background reading, think about ways to restrict your topic. If you start with a broad, general topic and later discover you have to narrow it, you may have wasted time doing unnecessary research and reading. The following list describes some of the ways topics can be limited.

GENERAL SUBJECT	LIMITING FACTORS	PRELIMINARY TOPIC
the 20th century	time span	the 1960's
the Middle East	place	Egypt
abortion	discipline	the psychological, theological, economic, or medical viewpoint
rock concerts	specific event	Woodstock
minorities	specific group	American Indians
feminists	specific individuals	Betty Friedan and Gloria Steinem
pollution	specific category	noise pollution
women	particular aspect	employment of women

You will probably need to narrow your preliminary topic by using additional limiting factors. For example, the preliminary topic "American Indians" is too broad to cover in a short research paper. However, you could restrict the focus to a particular *aspect*, such as the religious practices of American Indians. This topic could be limited further by focusing on a particular *group*, such as a specific tribe, to reach a narrower topic: "the religious practices of Hopi Indians." Another example would be to concentrate on a *discipline*, literature, and a *time span*, the 1970's, to arrive at the topic "contributions of American Indians to American literature during the 1970's."

The process of restricting your topic may continue throughout your research. Your interests and the library materials you find will help to determine the final focus of your paper.

formulating a thesis

Once you have decided on a topic and have found background information, you will need to formulate a *preliminary thesis* or *topic statement*: one or two sentences summarizing the main point of your paper. You will devote the remainder of your research and note-taking to gathering evidence to defend, clarify, or develop this statement.

To develop a thesis statement, think about the kinds of questions you could ask about your topic. Give special attention to possible controversies, trends, problems, effects, or influences related to your subject. Then answer your own question in a full sentence or two. The answer will be your *preliminary thesis statement*. Although you may change this statement later, it will save time by guiding you to the most relevant information on your topic. The more specific you make your thesis or topic statement, the more it will help you plan your research, limit your note-taking, and organize your findings.

finding basic information

After you have formulated a thesis or topic statement, the next step is to compile a working bibliography. A working bibliography is a list of sources that look as though they may possibly be useful. Only those that you *actually use* and find helpful will appear on the final bibliography you turn in with your paper. Following are suggestions on two basic types of information sources.

books

The card catalog seems deceptively easy to use. The UGL Study Guide FINDING BOOKS explains the techniques for making effective use of the card catalog. Particularly helpful is the section describing ways to find out which subject headings are used for your topic. Often they are terms that might not have occurred to you.

periodicals

Articles in magazines and journals (periodicals) update the information found in books. Depending on the periodical index you use, you can find either general articles or scholarly discussions. Usually it is necessary to use more than one index to find an adequate range of material. The UGL Study Guide FINDING ARTICLES IN PERIODICALS discusses methods of selecting and using indexes. It also lists a number of the many general and specialized indexes from which you can choose those most useful for your topic.

taking notes

Instructors frequently require note cards. An efficient note-taking system can help you organize your paper and keep track of your sources. Some people keep two sets of cards, bibliography cards and note cards. The bibliography card is a record of all the information needed for the paper's final bibliography, exactly as it will be typed. The note card has the author's last name, page numbers, and notes. Examples of a bibliography card and a note card are on the next page.

The size of card used is a matter of individual preference. Although 3" by 5" cards are fine for bibliography cards, larger cards are more convenient for taking notes. The style of recording information can differ, but these are some of the suggestions most commonly made.

1. Use only one side of the cards.

2. Put only one note per card.

3. Identify the subject of the note with a "key word" in an upper corner. The "key word" is a notation of the content of the card. If you use the sub-topics of your paper as key words, when you finish your research and sort your cards you will have an overview of the completed paper before you begin writing.

4. When taking notes, try to summarize rather than paraphrasing or copying. This is easiest if you take notes after reading several pages rather than as you go along. If you do write down a quotation, put in quotation marks as a reminder that these are not your own words. Then you won't forget to footnote if you use the note in your paper.

bibliography card

call number so book can be located again

HG
355
H44

Hendrickson, Robert A. Cashless Society. New York: Dodd, Mead & Co., 1972.

information ready to be typed for bibliography

[Excellent source but statistics need to be updated]

personal evaluation or reminder

note card

key word

Cost of credit

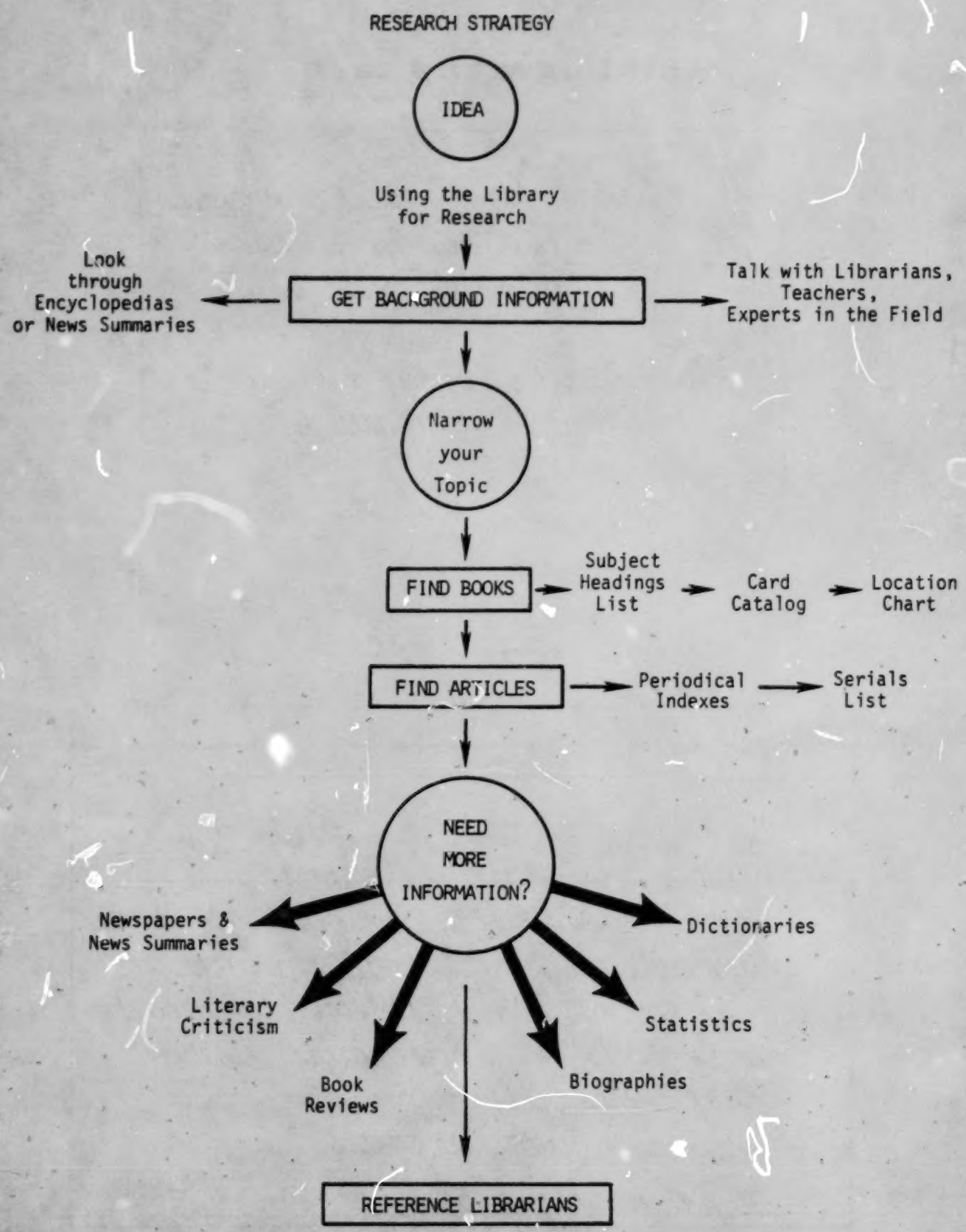
No charge if repaid within grace period, otherwise the monthly finance charges, though high, may be partially offset by the rate of inflation. "It has been estimated that 40% of credit card users pay their bills...before any interest charge accrues."

summary of relevant facts

direct quote

Hendrickson, p. 59

identification of source and page number


RESEARCH STRATEGY
IDEA
Using the Library for Research
Look through Encyclopedias or News Summaries
GET BACKGROUND INFORMATION
Talk with Librarians, Teachers, Experts in the Field
Narrow your Topic
FIND BOOKS
Subject Headings List
Card Catalog
Location Chart
FIND ARTICLES
Periodical Indexes
Serials List
NEED MORE INFORMATION?
Newspapers & News Summaries
Dictionaries
Literary Criticism
Statistics
Book Reviews
Biographies
REFERENCE LIBRARIANS

finding extra details

After you have found basic information using the sources already described, you may discover in reviewing your note cards that you need more facts. If so, you can expand your library research to include some of the many specialized sources in the reference area. The descriptions below will help you select the most appropriate types of sources. Each of these is explained in much greater detail in a separate UGL Study Guide. Copies are available on the wall mural near the Subject Catalog.

newspapers

Newspaper articles are frequently the best source for recent developments in topics of current interest or for contemporary accounts of past events. Neither the card catalog nor periodical indexes list newspaper articles. The special indexes which are used to locate them are described in the UGL Study Guide FINDING INFORMATION IN NEWSPAPERS AND NEWS SUMMARIES.

literary criticism

Interpretations and criticisms of novels, stories, poems, and plays can be located by using special indexes and bibliographies. These are described in four UGL Study Guides on FINDING LITERARY CRITICISM. There are separate Study Guides on finding criticism of novels, short stories, poetry, and plays.

book reviews

When you are trying to evaluate a book, it sometimes helps to read what other people think about it. Look for the UGL Study Guide FINDING BOOK REVIEWS.

biographies

Whether you want a full-scale biography or just a few facts about someone, the UGL Study Guide FINDING INFORMATION ABOUT PEOPLE is a good place to start.

statistics

If you need to back up a statement or support an argument with numbers, use the UGL Study Guide FINDING STATISTICS. It lists places to find just about everything that has been tallied, including people's opinions.

dictionaries

If you have a question about correct usage, need to find a synonym, or are curious about the history of a word consult the UGL Study Guide SELECTING A DICTIONARY. It lists dictionaries to meet these and many other needs.

people

Sometimes the best way to find the information you need is to ask someone -- a librarian, an instructor, an expert on the subject, or a representative of the government agency responsible for the area in which you are interested. People can supplement the information you find in written documents. The important thing is to choose the sources that are most appropriate to your need -- these could include people, pictures, recordings, books, or articles.

writing your paper

Have questions about organizing your paper or about which format to use for the bibliography and footnotes? Here are some suggestions:

1. Check with your instructor to see whether a particular format is required. If so, a librarian can help you locate an explanation of it. If not...

2. Look in the Subject Catalog under the subject heading "Report Writing" for books. Three frequently consulted sources which give guidelines on preparing bibliographies and footnotes are the following:

Information/ Reference Desk	Modern Language Association of America. MLA Handbook for Writers of Research Papers, Theses, and Dissertations. The format described in this handbook is recommended for use in preparing English papers.
Information/ Reference Desk	Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations.
PN 147 A425 1974	American Psychological Association. Publication Manual. (Copies are available in the reference area.)

3. For special help with problems of organization, motivation, and writing, contact RASSL (Reading and Study Skills Laboratory). Call them at 471-3614. A staff member will be glad to talk with you.

1980-12
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A52

Background information is particularly important if you are starting research on an unfamiliar subject or if you haven't decided which aspect of a subject you want to emphasize. By consulting one of the types of sources described in this Study Guide you may find:

a brief overview of your subject,

ideas on how to narrow the scope of your project,

related terms you may use later to find material in the card catalog and periodical indexes, or

lists of suggested sources where you can look for further information.

where should I start?

While a general encyclopedia is sometimes a logical place to begin looking for background information, you may find an encyclopedia that specializes in a particular field more useful. A specialized encyclopedia may cover your subject in more depth than a general encyclopedia.

To choose a specialized encyclopedia, first think about your subject. Does it deal with the humanities (literature, religion, philosophy, art, or the performing arts)? Or does it relate to the social sciences (psychology, sociology, economics, anthropology, parapsychology, or political science)? Or does it deal with the sciences? Does your subject fit into more than one of these areas? Ask a librarian if you are not sure how to categorize your subject. When you have decided which areas to look at, turn to the humanities section beginning on page 2 of this Study Guide, the social sciences section beginning on page 3, or the sciences section on page 4.

If you don't find your subject in one of the specialized encyclopedias, or if the information you do find is not useful, try one of the general encyclopedias described on pages 4 and 5 of this Study Guide.

Whatever encyclopedia you choose, it is usually necessary to use the *index* volume to locate all the references to your subject. When you do find articles, check to see whether they have bibliographies listing other sources dealing with the subject.

If your topic is very *recent* or if you want an overview of the latest developments, yearbooks or news summaries may also be appropriate sources. Look over the list beginning on page 5 to choose a source for recent information.

specialized encyclopedias

Listed below are a few of the many specialized encyclopedias in the Undergraduate Library reference area. To find others, either ask a librarian, or look in the Subject Catalog. Encyclopedias are listed under the subject followed by the subdivision "-Dictionaries." For example, the Encyclopedia of Philosophy is listed under the subject heading "Philosophy - Dictionaries."

HUMANITIES

The following books are all shelved in the *reference area* on the first floor of the Undergraduate Library. Use the call numbers in the left-hand column to locate the books.

DS
102.8
E496
1973

Encyclopaedia Judaica, 1973. 16 vols.

This source for detailed information on Jewish life and knowledge includes famous Jews and articles on modern Israel and its relations with other Middle East countries. A yearbook provides long articles on current questions and problems in Jewish studies.

BX
841
N44
1967

New Catholic Encyclopedia, 1967. 16 vols.

This is not just an encyclopedia of religion, but also a general encyclopedia including information on a variety of subjects, from American literature to women in the labor force. However, it is particularly good for the Catholic viewpoint on moral and social issues such as abortion and family relationships.

PN
41
C3
1973

Cassell's Encyclopedia of World Literature, 1973. 3 vols.

This three volume set is divided into two parts. Part I deals with histories of the literatures of the world and general literary subjects like "essays" and "censorship." The second part, volumes 2 and 3, contains biographies of authors. The works of an author are listed after the biography.

B
41
E5

Encyclopedia of Philosophy, 1964. 8 vols.

This encyclopedia covers philosophical terms and schools and also discusses the theories of mathematicians, physicists, biologists, sociologists, psychologists, moral reformers, and religious thinkers. The articles have extensive bibliographies.

N
31
E4833

Encyclopedia of World Art, 1964. 15 vols.

Look here for information on paintings, sculpture, and architecture. The last part of each volume is devoted to illustrations.

PN
1993.45
I5
1972

International Encyclopedia of Film, 1972. 1 vol.

Use this to find information on the history of the film as an art form and as an industry. It includes biographies, national film histories, general topics, and some technical terms.

ML 102 P66 S8 1977 — Encyclopedia of Pop, Rock, and Soul, 1977. 1 vol.

This is useful for its introductory essays on the history of popular music, and for biographies of popular performers and groups (Joni Mitchell, Janis Joplin, Cat Stevens, Johnny Cash, the Pointer Sisters).

SOCIAL SCIENCES

The following books are all shelved in the *reference area* on the first floor of the Undergraduate Library. Use the call numbers in the left-hand column to locate the books.

H 40 A2 I5 — International Encyclopedia of the Social Sciences, 1968. 17 vols.

This is an excellent place to find basic information on topics in anthropology, economics, history, law, political science, sociology, statistics, and related fields. The articles are long, are written by experts in the various fields, and include bibliographies.

RC 334 I57 — International Encyclopedia of Psychiatry, Psychology, Psychoanalysis and Neurology, 1977. 12 vols.

For psychological aspects of such subjects as alcoholism, marijuana, aging, homosexuality, cancer, death, child abuse, and mental illness, this encyclopedia is a good place to begin. You can also find articles about major psychiatrists and psychologists here.

QH 332 E52 — Encyclopedia of Bioethics, 1978. 4 vols.

The moral, legal, and religious aspects of decision-making in the fields of health care and the life sciences are covered here. Look in this encyclopedia for discussions of the ethics involved in such issues as abortion, mental health, homosexuality, death and dying, and euthanasia.

HV 35 S6 17th — Encyclopedia of Social Work, 1977. 2 vols.

Use this for information on a range of social issues, such as alcoholism, drug addiction, crime and delinquency, aging, child abuse, and working women. Articles with bibliographies are written by practitioners in the field. Use the index at the end of Volume 2 to locate your topic.

HV 6028 G5 — Handbook of Criminology, 1974. 1 vol.

This includes long essays on various aspects of criminology, including white collar crime, the Mafia, juvenile delinquency, prison reform, and the psychological factors of crime. Each essay has a good bibliography.

BF 1411 C32 — Encyclopedia of the Unexplained: Magic, Occultism, and Parapsychology, 1974. 1 vol.

Use this to find information on subjects like UFO's, ritual magic, astrology, and ESP, as well as biographical sketches of well-known people in these fields. There is a bibliography at the end of the book.

HT 166 E5 — Encyclopedia of Urban Planning, 1974. 1 vol.

This collection of short articles on topics related to urban planning and problems includes such subjects as privacy, transportation, population growth and distribution, parks, and historic preservation. You can also find longer articles on specific countries and their urban policies, and on influential people in the field of urban design.

SCIENCE AND TECHNOLOGY

The following books are all shelved in the *reference area* on the first floor of the Undergraduate Library. Use the call numbers in the left-hand column to locate the books.

Q 121 M3 1977 — McGraw-Hill Encyclopedia of Science and Technology, 1977. 15 vols.

Basic factual data in physical sciences, earth sciences, life sciences, and engineering may be found here. There are bibliographies after each article and many cross references to related subjects.

Q 121 V3 1976 — Van Nostrand's Scientific Encyclopedia, 1976. 1 vol.

All aspects and fields of science are covered in this encyclopedia, with brief definitions of terms, as well as many graphs and diagrams, to explain key concepts. It is especially good for discussions of energy issues, such as solar, nuclear, and geothermal systems. Some of the longer articles contain short bibliographies of additional sources.

QH 332 E52 — Encyclopedia of Bioethics, 1978. 4 vols.

The moral, legal, and religious aspects of decision-making in the fields of health care and the life sciences are covered. Look here for discussions of the ethics involved in such issues as cancer, animal experimentation, genetic research, and organ transplants.

general encyclopedias

The following books are all shelved in the *reference area* on the first floor of the Undergraduate Library. Use the call numbers in the left-hand column to locate the books.

AE 5 C683 1977 — Collier's Encyclopedia, 1977. 24 vols.

This set covers a broad range of information, and has good bibliographies. Unlike most encyclopedias, the bibliography for a topic is not at the end of the article. Instead, all bibliographies are in Volume 24. When you use the index to find articles on your topic, look for the note, *"bibl. 24."* Use the two numbers which follow that note to locate the page in Volume 24 and the number of the item on that page which is relevant to your topic.

AE 5 E333 1980 — Encyclopedia Americana, 1980. 30 vols.

This is a good, standard encyclopedia with all subjects arranged alphabetically. There is a separate index volume.

AE 5 E363 1976 — Encyclopaedia Britannica, 1976. "Micropaedia," 10 vols; "Macropaedia," 19 vols.

This edition of the Britannica is arranged differently from most encyclopedias. The "Micropaedia" set (blue trim) gives brief facts and serves as an index to the larger set, the "Macropaedia" (red trim), which contains long, scholarly articles on major subjects.

recent background sources

YEARBOOKS

Yearbooks are volumes that summarize the previous year's events. The following books are all shelved in the *reference area* on the first floor of the Undergraduate Library. Use the call numbers in the left-hand column to locate the books.

AE 5 E364 — Britannica Book of the Year, 1949 to the present.

Each volume of this yearbook includes a section of important developments during the year in various aspects of society (health, sports, politics), plus special reports on significant topics (e.g., prison reform, genetic research, SALT talks).

Q 121 M312 — McGraw-Hill Yearbook of Science and Technology, 1962 to the present.

This yearbook contains short articles summarizing developments during recent years in various areas of scientific study, as well as longer articles on current topics such as genetic engineering.

Q 9 B78 — Yearbook of Science and the Future, 1971-76, 1979 to the present.

Each volume of this yearbook contains both special features on notable scientific developments and also regular articles on broad scientific categories, such as energy or transportation. Use the index at the back of the latest volume to find narrower subjects in the text.

JK 1 C66 — Congressional Quarterly Almanac, 1962 to the present.

This annual report of governmental action and politics is useful for finding recent legislation, court decisions, and related background information on issues such as nuclear energy, pornography, child abuse, pesticide control, refugees, and terrorism. Consult CQ Weekly Report, described under "News Summaries" on page 6, for more current information.

NEWS SUMMARIES

News summaries provide a detailed summary of current events, including controversial topics and popular trends. The following sources are shelved in the *reference area* on the first floor of the Undergraduate Library.

H
35
E35

Editorial Research Reports, 1964 to the present.

This is a good place to find background on subjects of current interest or controversy, such as busing, religious cults, international terrorism, cancer, and teenage pregnancy. Each report discusses recent developments, pros and cons of the question, and possible solutions. Many reports are followed by bibliographies listing additional information sources.

At the end of the white pages in each volume is a subject index to the reports. Instructions on the use of this index are attached to the front cover of each volume.

PERIODICAL SHELVES

CQ Weekly Report, 1960 to the present.

Use this weekly summary of congressional and political activities for more in-depth coverage and more current information than that found in Congressional Quarterly Almanac, which is described under "Yearbooks" on page 5.

If the sources in this Study Guide don't have the information you need, the librarians at the Information/Reference Desk can suggest other sources in the Undergraduate Library or elsewhere on campus.

1980-1
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Card catalogs simplify the task of finding a particular book among the more than four million volumes shelved in campus libraries. The Subject Catalog and the Name/Title Catalog in this building list the books in the Undergraduate Library (UGL). The Public Catalog in the Perry-Castañeda Library (PCL) lists books shelved there, as well as in all the branch libraries and special collections.

This Study Guide will help you find the books that best meet your needs by explaining:

how to find information on a particular topic in the Subject Catalog,

how to use the Name/Title Catalog to find books by author or title and books about people or organizations,

what you can learn about a book from a catalog card, and

how books are arranged on the shelves.

if you need a book on a particular topic...

Use the Subject Catalog when you want books on a topic but do not have specific authors or titles in mind.

A subject heading is the word or phrase used to list books on a particular topic in the Subject Catalog. Subject headings may be subdivided in various ways to make it easier to find specific topics.

These are examples of the basic types of subject headings, filed in the order in which they would be found in the Subject Catalog.

MUSIC (without any subdivisions)
MUSIC - DICTIONARIES (subdivision by type of book)
MUSIC - PERFORMERS (subdivision by subtopic)
MUSIC - EGYPT (subdivision by place)
MUSIC, BAROQUE (subdivision with commas)

A59

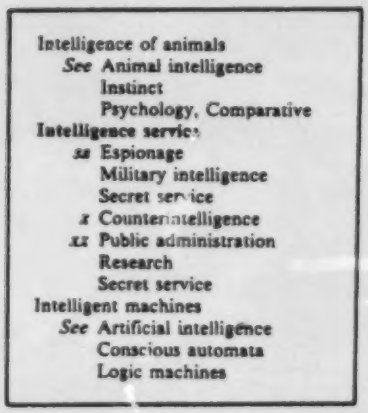
Often books are listed under very obvious headings (like "Austin" or "Psychology"). Determining the appropriate subject headings for other topics can be difficult. It sometimes takes decades for outmoded terminology to be changed in the Subject Catalog. Books on World War I are still listed under "European War, 1916-1918," and most books on blacks are found under the subject heading "Negroes." The best way to deal with this problem is to consult the Subject Headings List.

the subject headings list

This two volume list is one of the most important reference books in the library because it lists the subject headings that are used in the catalog for particular topics. You can save time and avoid frustration by consulting it whenever you use the Subject Catalog. By looking in the Subject Headings List you can often find terms that might not have occurred to you.

Several copies of the Subject Headings List are on the tables near the Subject Catalog. Instructions are taped to the front cover of each copy. Below is an example from the List.

After each term in bold face print are suggestions for related subject headings where you may also find material on your topic in the Subject Catalog. Check the front cover of the Subject Headings List for an explanation of the abbreviations "sa," "x," and "xx."



Intelligence of animals
See Animal intelligence
Instinct
Psychology, Comparative
Intelligence service
sa Espionage
Military intelligence
Secret service
x Counterintelligence
xx Public administration
Research
Secret service
Intelligent machines
See Artificial intelligence
Conscious automata
Logic machines

other ways to find books about your topic

If you already know some of the books dealing with your topic, look them up by author in the Name/Title Catalog. At the bottom of each card are the subject headings used for that book. You can look under these subject headings in the Subject Catalog to find other books on the same topic. (See page 3 for an example of subject headings listed at the bottom of an author card.)

Another way to find books about a topic is to consult a bibliography on the subject. Encyclopedia articles often conclude with bibliographies listing some of the important books on a topic. A librarian can give you more information about locating and using bibliographies.

for a particular author or title, or a book about a person or organization...

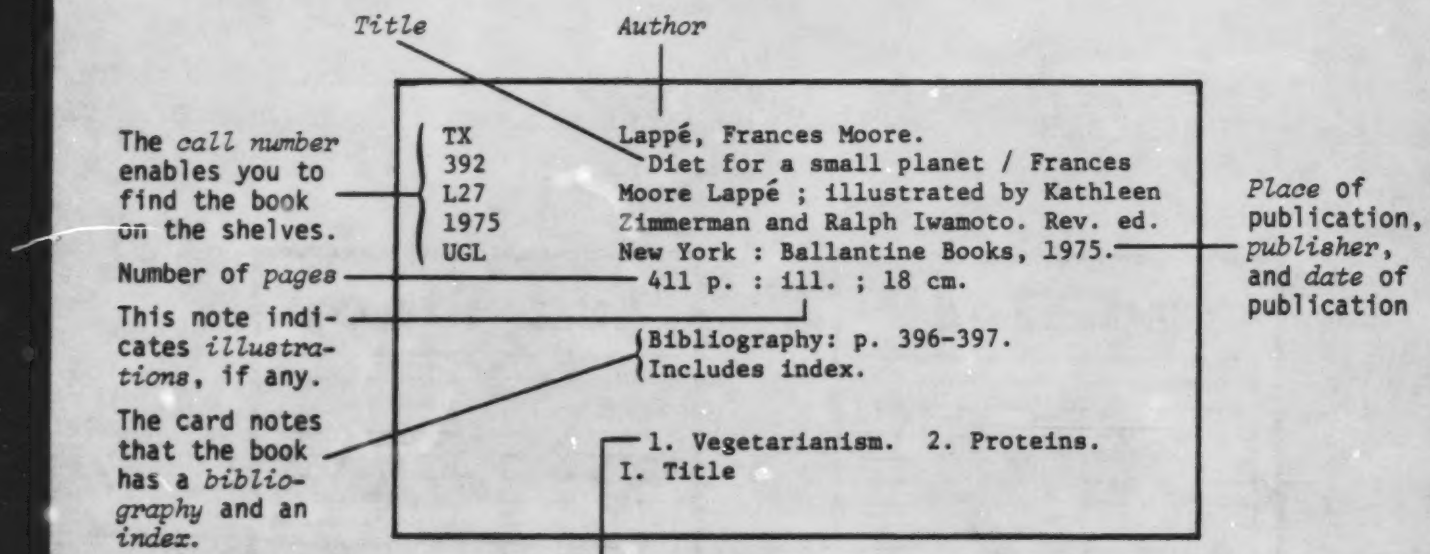
If you already know the author or title of a book you want to read, look it up in the Name/Title Catalog. Authors, titles, and books about people or organizations are listed in one alphabetical sequence. People are listed by their last names, just as they would be in the telephone directory. (If the title of a book begins with "A," "An," or "The," look under the second word in the title.)

If you want books *about* a person, you will find them in the Name/Title Catalog, NOT in the Subject Catalog. For example, after the books written *by* Edgar Allan Poe, the books written about his life and criticisms of his works are listed. Whenever you are looking for biographies or books about organizations, companies, or government agencies, you MUST look in the Name/Title Catalog rather than the Subject Catalog.

So many detailed rules are used to determine the way cards are filed in the catalog that you may not find a book listed, even though you feel sure it should be there. If this happens, a librarian may be able to help you find the book.

what catalog cards tell you about books

You can learn quite a lot about a book and its contents from a card. For example, the card below indicates that this book has illustrations and a bibliography that might lead you to other sources. The note at the bottom of the card tells you that the book is primarily about vegetarianism and proteins.


Title
Author
TX
392
L27
1975
UGL
Lappé, Frances Moore.
Diet for a small planet / Frances Moore Lappé ; illustrated by Kathleen Zimmerman and Ralph Iwamoto. Rev. ed.
New York : Ballantine Books, 1975.
411 p. : ill. ; 18 cm.
Bibliography: p. 396-397.
Includes index.
1. Vegetarianism. 2. Proteins.
I. Title
The call number enables you to find the book on the shelves.
Number of pages
This note indicates illustrations, if any.
The card notes that the book has a bibliography and an index.
Place of publication, publisher, and date of publication

The arabic numerals give the *subject headings* under which the book is listed in the Subject Catalog. If you look under these headings, you may find more books on the same topics.

finding books on the shelves

The UT Austin libraries use two types of call numbers to arrange books.

Dewey Decimal
call numbers start with *numbers*

Library of Congress
call numbers start with *letters*

You will improve your chances of finding the books you need if you follow these steps:

1. COPY THE COMPLETE CALL NUMBER.
Since each book has a unique call number which is a two to six line combination of letters and numbers, every line of the call number is important.

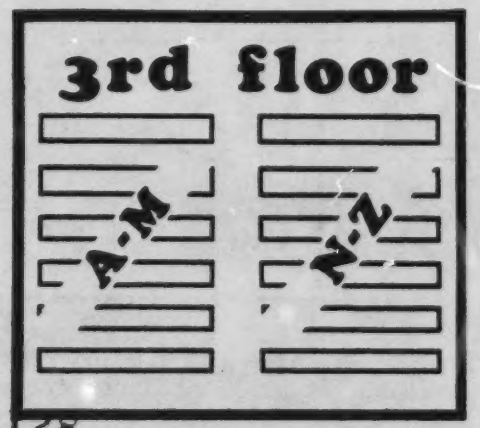
2. NOTE WHETHER THE CARD IN THE CATALOG IS COVERED WITH PLASTIC MARKED RESERVE, REFERENCE, OR AUDIO VISUAL LIBRARY:

RESERVE (orange letters) - ask for the book by author at the RESERVE DESK on the first floor.

REFERENCE (green letters) - look for the call number on the REFERENCE SHELVES on the first floor.

AUDIO VISUAL LIBRARY (blue letters) - request the material by call number at the Desk in the AUDIO VISUAL LIBRARY on the third floor.

3. OTHERWISE...LOOK FOR THE TOP LINE OF THE CALL NUMBER (WHETHER LETTERS OR NUMBERS) ON ONE OF THE LOCATION CHARTS POSTED ON EACH FLOOR.



4. NEXT LOOK FOR THE CALL NUMBER ON THE SHELF.
Call numbers are arranged in ordinary alphabetical and/or numerical sequence *except for the lines that have letters and numbers together.* The *numbers* in these lines are arranged in *decimal* order (not whole number order).

LIBRARY OF CONGRESS CALL NUMBERS are shelved alphabetically by the letter on the top line,

A	AC	B	BD	C

then in numerical order by the number on the second line,

B	B	BA	BD	BD
6	82	3	290	4176

then in alphabetical and decimal order by the third line. The third line of a Library of Congress call number is always arranged as if the number following the letter were a decimal. In the following, the call number ending A82 comes before the one ending A9 because .82 is smaller than .9.

ALPHABETICAL ORDER →	BD	BD
NUMERICAL ORDER →	482	482
ALPHABETICAL & DECIMAL ORDER →	A82	A9

DEWEY DECIMAL CALL NUMBERS are shelved in numerical order by the number on the top line,

369	378.73	378.76	380

then in alphabetical and decimal order by the second line. The second line of a Dewey Decimal call number is always arranged as if the number following the letter were a decimal. In this example, the call number ending F493 comes before the one ending F5 because .493 is smaller than .5.

NUMERICAL ORDER →	378.73	378.73
ALPHABETICAL & DECIMAL ORDER →	F493	F5

√if the book is not on the shelf...

Look in the computer printouts at the Circulation Desk in the lobby on the first floor to see if the book is checked out, lost, or missing. Books which are checked out can be held for you when they are returned. You can also look in the card catalog at the Perry-Castaneda Library to see whether any other campus libraries have copies of the book or other books on the same topic.

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Millions of articles on many topics are published in magazines and journals (periodicals) each year. They are an important source for information for a number of reasons. They often include information that can't be found in books - particularly about very recent events, very specialized subjects, or particular aspects of a topic. Since periodical articles are usually short, you can get the information you need quickly. Periodicals also provide a contemporary view of events - for instance, you can read articles from magazines published in 1964 to get an impression of public attitudes toward Vietnam at the beginning of the war.

Periodical articles on a particular subject can be found by using one of many periodical indexes, each of which covers a different subject area.

choose an index appropriate to your subject

Most people are familiar with the Readers' Guide to Periodical Literature, a general index covering current news, hobbies, people, movie reviews, travel, consumer information, and other subjects of popular interest. Other indexes are more specialized and deal with history, psychology, art, or education, for example.

Often you may wish to use several indexes to find articles on a particular topic from different perspectives. For example, in dealing with the issue of abortion you may want to find materials on:

psychological aspects ——→ Psychological Abstracts, Social Sciences Index

moral implications ——→ Humanities Index

legal problems ——→ Public Affairs Information Service

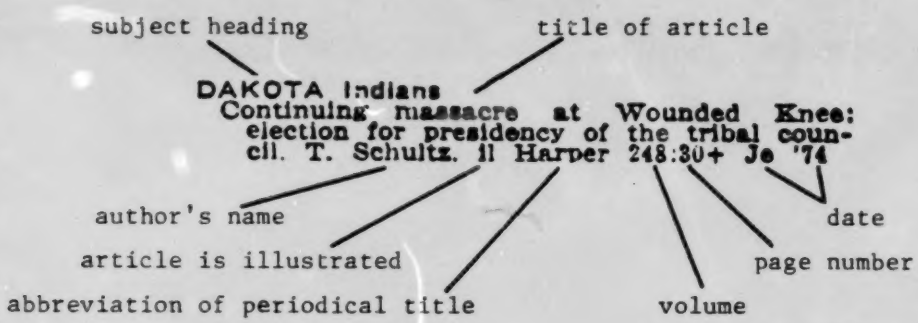
feminist viewpoint ——→ Women Studies Abstracts

The list beginning on page 3 tells you roughly what indexes are best for certain subjects. (You can also get a general idea of the subjects covered by looking at the "List of Periodicals Indexed" in front of any volume of an index. Different magazines and journals are covered in each index.) All of the indexes listed are available on the Index Tables in the reference area of the Undergraduate Library. If you need earlier issues of an index or assistance in choosing one, ask a librarian.

look up your subject in the index

Most indexes follow the same general format. Articles are listed alphabetically by subject. If you don't find your subject listed, try looking under related terms. For instance, if you want articles on Dakota Indians, you might find them listed under "Indians of North America," "Dakota Indians," or "American Indian Movement."

Each entry includes the title of an article, the author's name, title of the periodical, volume, page, and date. For example:



look in the front of the index volume

In order to save space, much of the information in the entries is abbreviated. Look in the front of the volume at the "Abbreviations of Periodicals Indexed" to find the full title of the periodical you want. Finding the full title is very important for actually locating the periodical because journals are listed by title in the SERIALS LIST and in the Name/Title Catalog. They are also shelved alphabetically by title in the Undergraduate Library.

ABBREVIATIONS OF PERIODICALS INDEXED

The full title of the periodical in the example above is Harper's Magazine →

Harp Baz—Harper's Bazaar
Harper—Harper's Magazine
Harvard Bus R—Harvard Business Review
Hi Fi—High Fidelity and Musical America

Other abbreviations used in the entries are also explained at the front of the volume.

find the periodical

To determine which of the libraries on campus has the periodical you need, look first in the SERIALS LIST. The UGL handout, "How to Find Periodicals" explains how to locate magazines and journals in the Undergraduate Library and in other libraries on campus.

general indexes

Magazine Index. 1976 to the present.

Start here for recent articles on topics of general interest in popular magazines. Unlike Readers' Guide and the more specialized indexes you will use, all the articles indexed from 1976 to the present are in one place, rather than year-by-year. Titles are not abbreviated. This index is in a machine format, so follow the instructions for using it that are located on the front of the machine. Although you will be able to use articles found here as a starting point, you will usually need to use a specialized index to find more professional or scholarly articles.

Readers' Guide to Periodical Literature. 1949 to the present.

Use this index for articles on almost any subject. The periodicals covered in this index are general interest magazines. Although you will be able to use articles found here as a starting point, you will usually need to use a specialized index to find more professional or scholarly articles.

specialized indexes

Listed below are a few of the indexes devoted to particular subjects or disciplines. Many others are available; ask a reference librarian for suggestions.

HUMANITIES

Humanities Index. 1974 to the present.

Use this index for information on archaeology, classics, folklore, history, language and literature, performing arts, philosophy, and religion. (Before 1974 this was called Social Sciences and Humanities Index.)

Art Index. 1959 to the present.

Articles indexed here cover photography and films, architecture, city planning, fine arts, graphic arts, and design.

Film Literature Index. 1973 to the present.

This index to international publications covers film reviews and articles about specific films, film genres, directors, cinematographers, screenwriters, and other aspects of the film industry. Look under the title of the film to find a review.

Music Index. 1970 to the present.

Look in this index for articles on popular music, dance, jazz, classical music, radio and television, as well as the business aspects of the music industry. A variety of publications is covered, from Rolling Stone to Opera News and Journal of Music Theory.

SOCIAL SCIENCES

Social Sciences Index. 1974 to the present.

This is a good starting place for articles on anthropology, area studies, psychology, public administration, sociology, and related fields. (Before 1974, this was called Social Sciences and Humanities Index.)

Public Affairs Information Service. Bulletin. (P.A.I.S.) 1960 to the present.

This list of articles, pamphlets, and books deals with economic and social conditions, public administration, politics, and international relations. For example, you can use it to find information on the legal aspects of issues like abortion, divorce, child abuse, pollution, and genetic research.

Business Periodicals Index. 1973 to the present.

This index is useful for finding information about business and industries, computer technology, advertising, and business aspects of other subjects.

Education Index. 1959 to the present.

For material relating to children or to education, this index can be quite helpful. Some examples of subjects covered are busing, child abuse, teenage pregnancy, adoption, and intelligence.

Psychological Abstracts. 1975 to the present.

Left-handedness, body language, ESP, and alcoholism are among the many subjects this index covers from a psychological point of view. Most of the articles listed here are scholarly. In addition to the information indexes usually include, Psychological Abstracts provides a summary (abstract) of each article, so you can tell if the article will be relevant to your topic. Ask a librarian to explain how to use this index.

Sociological Abstracts. 1975 to the present.

If you are doing research on any aspect of sociology, including studies on poverty, violence, and feminism, try here. Most of the summaries of articles found here are highly specialized, so you need to have some background knowledge before you find this a useful source. Ask a librarian to explain how to use it.

Women Studies Abstracts. 1972 to the present.

If your subject deals with women, you may find this source useful. The books, pamphlets, and periodicals listed here are grouped into broad categories, such as family, employment, and sexuality. However, many topics appear in more than one category, so you must still look for your topic in the index at the back of each issue.

SCIENCE

General Science Index. 1978 to the present.

This new index covers most of the basic journals in astronomy, biology, chemistry, earth science, environment and conservation, food and nutrition, medicine and health, physics, and psychology. For earlier articles on these topics, select the appropriate index from those listed below.

Applied Science and Technology Index. 1971 to the present.

This publication lists articles on aspects of physics, chemistry, geology, and other industrial and mechanical arts, including the textile industry, computers, the food industry, and energy resources and research. Most of these articles are rather technical and will be found in libraries other than UGL.

Biological & Agricultural Index. 1973 to the present.

This indexes scholarly articles in biology, biochemistry, botany, ecology, forestry, nutrition, genetics, zoology, and related sciences. Most of these articles are rather technical and will be found in libraries other than UGL.

1980-3
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finding information in newspapers & news summaries

ugl study guide

When you are doing research, you will frequently need very up-to-date information or firsthand reports of events that happened in the past. Newspapers are often the best source for these kinds of information. You may need to find:

- current events,
- recent developments,
- trends of present or past opinion, or
- contemporary accounts of a modern period.

Material published in newspapers is found by using newspaper indexes. Although not all newspapers have indexes, once you have found the date a news story appeared in one paper, you can use that date to find reports in other newspapers. The library also has news summaries that provide background information on current events or topics of widespread interest. News summaries are also useful for determining the dates events happened so you can find more about them in newspapers.

The news summaries and newspaper indexes listed below are shelved in the *reference area* on the first floor of the Undergraduate Library.

news summaries

These digests provide background information, as well as current developments.

PERIODICAL SHELVES

Facts on File. 1961 to the present.

This weekly summary of national and international news is arranged by categories like world affairs, United States affairs, and special subjects. The indexes are on the colored pages in each notebook. A librarian will help if you have difficulty using it.

PERIODICAL SHELVES

CQ Weekly Report. 1960 to the present.

Congressional and political activities and developments of the previous week are described in CQ Weekly Report. Use it to identify how particular House and Senate members voted, the status of a bill, and information on committees and lobbies. Check the table of contents on the back of each issue or the index (yellow pages) which appears every three months.

H
35
E35

Editorial Research Reports. 1964 to the present.

This is a good place to find background on subjects of current interest or controversy, such as busing, religious cults, international terrorism, cancer, and teenage pregnancy. Each report discusses recent developments, pros and cons of the question, and possible solutions. Many reports are followed by bibliographies listing additional information sources.

At the end of the white pages in each volume is a subject index to the reports. Instructions on the use of this index are attached to the front cover of each volume.

newspaper indexes

INDEX TABLE

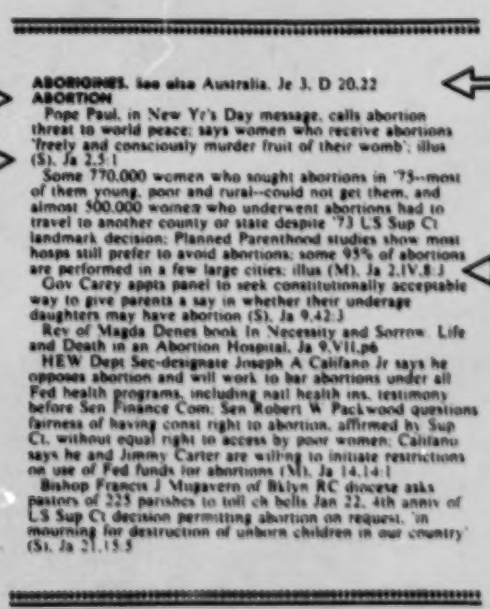
New York Times Index. 1960 to the present.

This indexes and briefly summarizes articles from the New York Times. A brief summary of each article is provided, in addition to a reference to the date, page, and column of the newspaper where the complete article can be found. The summaries often make it unnecessary to go to the original article to get the information, particularly if all you want is an overview of a subject. The New York Times Index is arranged alphabetically. Individual articles are grouped chronologically under each subject.

Subject headings are in bold face type.

Articles are summarized in chronological order; date, page, and column are given for each.

(S), (M), (L) are u indicate short, medi or long articles.



ABORIGINES. See also Australia. Je 3. D 20.22

ABORTION

Pope Paul, in New Yr's Day message, calls abortion threat to world peace; says women who receive abortions 'freely and consciously murder fruit of their womb'; illus (S). Ja 2.5.1

Some 770,000 women who sought abortions in '75--most of them young, poor and rural--could not get them, and almost 500,000 women who underwent abortions had to travel to another county or state despite '73 US Sup Ct landmark decision; Planned Parenthood studies show most hosps still prefer to avoid abortions; some 95% of abortions are performed in a few large cities; illus (M). Ja 2.IV.8.3

Gov Carey appts panel to seek constitutionally acceptable way to give parents a say in whether their underage daughters may have abortion (S). Ja 9.42.3

Rev of Magda Denes book In Necessity and Sorrow: Life and Death in an Abortion Hospital. Ja 9.VII.p6

HEW Dept Sec-designate Joseph A Califano Jr says he opposes abortion and will work to bar abortions under all Fed health programs, including natl health ins, testimony before Sen Finance Com; Sen Robert W Packwood questions fairness of having const right to abortion, affirmed by Sup Ct, without equal right to access by poor women; Califano says he and Jimmy Carter are willing to initiate restrictions on use of Fed funds for abortions (M). Ja 14.14.1

Bishop Francis J Mugavero of Bklyn RC diocese asks pastors of 225 parishes to toll ch bells Jan 22, 4th anniv of US Sup Ct decision permitting abortion on request, 'in mourning for destruction of unborn children in our country' (S). Ja 21.15.5

Cross reference directing you to another heading.

Sunday issues of the newspaper are divided into sections. The Roman numeral identifies these.

Back issues of the New York Times from 1960 are available on microfilm in the Undergraduate Library. In the Perry-Castañeda Library, you can find the New York Times and the Index from September 18, 1851 to the present.

A72

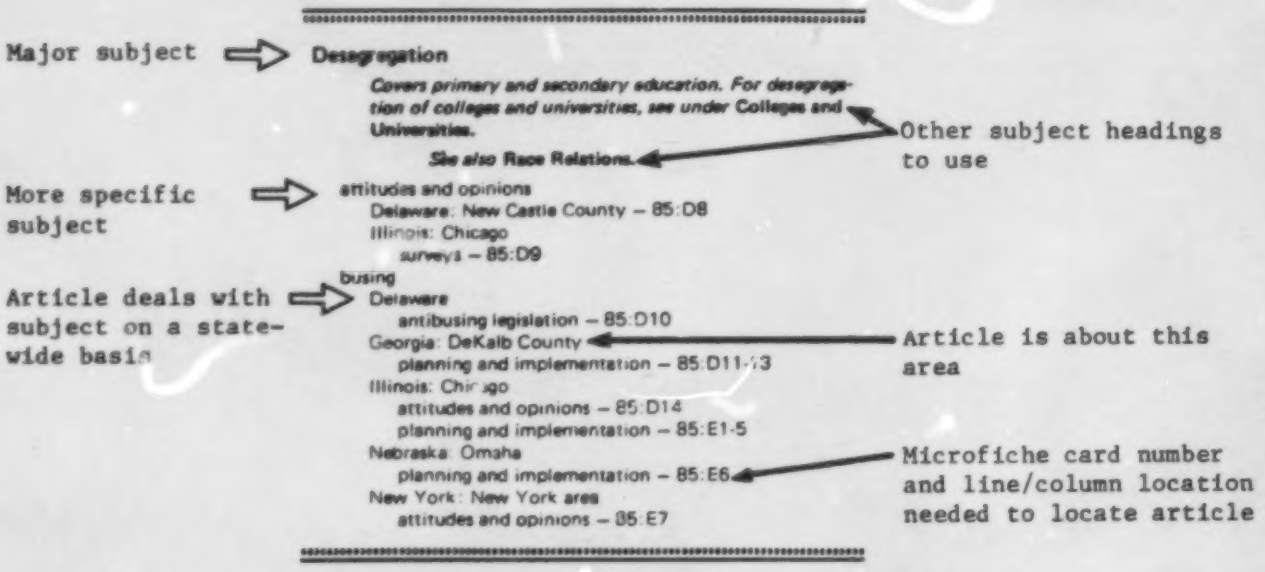
INDEX TABLE

Newsbank. 1970 to the present.

Since articles from over 100 newspapers are indexed in Newsbank, it is particularly useful for getting a range of viewpoints from areas across the country. The indexes will lead to the articles which are reproduced on microfiche.

The indexes are divided into notebooks covering broad subjects, such as education, health, and employment. A separate volume contains the "Name Index" which lists articles about nationally prominent people and organizations.

For example, if you were interested in busing, "Guide to the Index," in front of every notebook would direct you to the subject heading "Desegregation" in the Education notebook. There you would find articles on busing arranged alphabetically by geographic area.


Major subject
Desegregation
Covers primary and secondary education. For desegregation of colleges and universities, see under Colleges and Universities.
See also Race Relations.
Other subject headings to use
More specific subject
attitudes and opinions
Delaware: New Castle County – 85:D8
Illinois: Chicago
surveys – 85:D9
Article deals with subject on a statewide basis
busing
Delaware
antibusing legislation – 85:D10
Georgia: DeKalb County
planning and implementation – 85:D11-13
Illinois: Chicago
attitudes and opinions – 85:D14
planning and implementation – 85:E1-5
Nebraska: Omaha
planning and implementation – 85:E6
New York: New York area
attitudes and opinions – 85:E7
Article is about this area
Microfiche card number and line/column location needed to locate article

To get the articles you find listed in Newsbank, you need the following information:

Title...of the notebook you used: Education
Year...of the section of the index the item was listed in: 1977
Card Number and Grid Location...as shown in the example: 85:E6

Once you have written down this information you can then go to the microfilm cabinets where the Newsbank microfiche is kept. Further instructions for locating the actual newspaper article will be found there. If you have any trouble finding what you need, ask a librarian.

public opinion

INDEX TABLE

Editorials on File. 1970 to the present.

By reading editorials from different newspapers, you can compare grassroots opinion on topics of current national and international interest. In Editorials on File, you can find reprints from newspapers all around the country. Each issue covers from six to ten topics. Use the subject index at the end of each annual notebook to find your topic.

HN
90
P8
G3

Gallup Poll: Public Opinion 1935-1971.

This collection of the Gallup Poll findings presents a view of changing American political and social thought. You can locate opinions on topics of interest in specific years by using the index in volume 3. Check the monthly Gallup Opinion Index on the periodical shelves for more recent poll results.

If the sources in this Study Guide don't meet your needs, ask a librarian at the Information/Reference Desk for additional suggestions.

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A74

Whether you are writing a paper about an author, introducing a speaker, interviewing a Congressman, or wondering about a musician's life, you may often need information about people. This Study Guide will help you find such information.

The biographical reference books in the Undergraduate Library contain information about a wide range of people. However, not every person can be found in every book. For example, some books include only living persons, only women, only Americans, or only musicians. In addition, some books provide lengthy essays while others give only brief identification. Therefore, by considering such factors as the *age*, *sex*, *nationality*, or *occupation* of the person you are looking for, or by deciding *how much information* you need, you can save time by looking at only certain sections of this Study Guide. The chart below will help you get started.

All books listed in this Study Guide can be found in the *reference area* on the first floor of the Undergraduate Library.

IF YOU WANT:	LOOK IN THE SECTION:
Biography of a person in a *particular occupation*:	
An artist, architect, or fashion designer	ARTISTS AND DESIGNERS on page 2
An author	AUTHORS on page 2
A musician	MUSICIANS on page 3
A politician	POLITICIANS on page 3
A scientist	SCIENTISTS on page 3
★ Long essays about a person in *any field*	FOR LENGTHY ESSAYS on page 4
★ Brief identification of a person in *any field*	FOR BRIEF IDENTIFICATION on pages 4 and 5
★ Sources for further information about a person in *any field*	FOR FURTHER INFORMATION on page 5
★ A complete book about a person in *any field*	FINDING BOOKS on page 5

biography by occupation

ARTISTS AND DESIGNERS

N
6505
B73

Britannica Encyclopedia of American Art.

American artists, architects, and photographers are discussed in this book. The bibliography on pages 643-668 will help you find additional information.

NA
40
W48

Who's Who in Architecture, from 1400 to the Present.

The accomplishments of about 500 major and minor architects from many countries are described in this source. It includes photographs of the major buildings of many of the architects.

TT
505
A1
S73

Who's Who in Fashion.

These short articles stress the high points of designers' careers, their fashion interests, and their professional contributions. Some important fashion creators from the past, such as Helena Rubenstein and Coco Chanel, are included.

AUTHORS

INDEX
TABLE

Contemporary Authors.

This provides biographical information on current authors of the world in diverse fields. Look in the yellow pages at the back of the most recent volume to find which volume has the information you need.

PN
451
W3

World Authors, 1950-1970.

This source includes two-page articles on approximately 1,000 authors, most of whom came to prominence between 1950 and 1970. This volume is a companion to Twentieth Century Authors and its supplement, which cover authors who were prominent between 1900 and 1950 (PN/771/K86).

PS
21
K8
1966

American Authors, 1600-1900.

Use this book for biographical information about American authors, such as Hawthorne and Poe, who wrote before 1900.

PN
41
K839

European Authors, 1000-1900.

Look in this book to find biographical information about European authors who wrote before 1900.

PR
451
K8
1936

British Authors of the Nineteenth Century.

British authors who wrote during the 1800s are described in this book.

MUSICIANS

ML
102
C7
I55

Illustrated Encyclopedia of Country Music.

Brief descriptions of the lives and careers of country music performers may be found in this encyclopedia. People are often mentioned in more than one article, so use the index to find all the information.

ML
102
J3
C34

Illustrated Encyclopedia of Jazz.

Look in this encyclopedia to find brief descriptions of the lives and careers of jazz performers. People are often mentioned in more than one article, so use the index to find all the information.

ML
102
P66
I4

Illustrated Encyclopedia of Rock.

Use this encyclopedia to find brief descriptions of the lives and careers of rock musicians. People are often mentioned in more than one article, so use the index to find all the information.

POLITICIANS

JK
271
B343

Almanac of American Politics: the Senators, the Representatives, the Governors — Their Records, States, and Districts.

This source provides biographical data, voting records, and ratings by political interest groups for major politicians.

E
176
W6424

Who's Who in American Politics.

Use this directory to find brief information on men and women involved in local, state, and national politics and government. Entries are by state, so check the index to find which state an individual is from.

SCIENTISTS

Q
141
A47

American Men and Women of Science.

Brief biographical data on living people prominent in the physical and the social and behavioral sciences may be found here.

Q
141
D5

Dictionary of Scientific Biography.

The scientific accomplishments and careers of scientists from all periods and fields are covered here. Living people are not included.

general biography

FOR LENGTHY ESSAYS

The contributions and achievements of people from all fields of endeavor are discussed in the sources listed below.

CT 100 C8 — Current Biography.
This set is a good starting point for information about people prominent since 1940. The two- to three-page articles include photographs. Use the index at the back of the most recent volume and the separate Cumulated Index 1940-1970 to find the person you need.

CT 213 V36 — Webster's American Biographies.
This is a good source for biographical information on a broad range of Americans, both living and dead.

E 176 D567 — Dictionary of American Biography.
Famous Americans who died before 1961 are covered in scholarly articles in ten volumes and six supplements.

CT 3260 N57 — Notable American Women, 1607-1950.
Scholarly biographical articles on prominent American women who died before 1951 may be found here.

DA 28 D47 — Dictionary of National Biography. (British)
People significant in the history of the British Isles and colonies from ancient to modern times are described in scholarly articles. Anyone who was alive after 1960 is not included.

FOR BRIEF IDENTIFICATION

When you want a brief identification which will include the current address, occupation, or educational background of a person, these sources may provide all of the information you need.

E 663 W56 — Who's Who in America.
This covers living Americans of national prominence.

CT 3260 W5 — Who's Who of American Women.
This publication includes living women from many fields of endeavor.

E 176 W645 — Who's Who in the South and Southwest.
This is one of four Who's Whos which cover people of primarily regional rather than national reputation. The volumes for the East, the Midwest, and the West are in the Reference Services Department in the Perry-Castañeda Library.

E
176
W64

Who Was Who in America.

Brief biographical sketches of important deceased Americans appear in this source. Use the cumulated index in volume 5 to find the volume which includes the person you need.

DA
28
W4625

Who's Who. (British)

This annual biographical dictionary presents basic facts about prominent living Britons. The royal family is listed separately in the front.

DA
28
W65

Who Was Who. (British)

After people die, their biographies are removed from Who's Who and are republished in Who Was Who. Each volume covers a ten-year period.

for further information

If you have looked at some of the books listed in this Study Guide but have not found a person listed, or if you need additional information, the sources listed below may help you. These indexes can lead you to books or articles about the person you need. Indexes can also identify an unknown person by indicating when the person lived and why he or she is well-known.

INDEX
TABLE

Biography Index.

This index lists articles, chapters in books, and complete books on people in all fields. Each volume includes people from all ages and places. At the end of each volume is a list of people arranged by occupations.

CT
3202
I7

Index to Women of the World from Ancient to Modern Times: Biographies and Portraits.

This index will lead you to books containing the biographies of approximately 13,000 women from biblical times to the present.

finding books

If you want to read extensively about a person's life, check the Name/Title Catalog to see if the library has a book *about* him or her. For authors, the Name/Title Catalog will list works *by* the author in front of books *about* him or her.

YOU WILL NOT FIND THE NAMES OF INDIVIDUALS IN THE SUBJECT CATALOG: THEY ARE IN THE NAME/TITLE CATALOG INSTEAD.

additional suggestions

Biographical information can be found in many places other than those discussed in this Study Guide. For example, many of the encyclopedias listed on the Study Guide FINDING BACKGROUND INFORMATION include biographies of famous people. Newspaper indexes, such as those listed in FINDING INFORMATION IN NEWSPAPERS AND NEWS SUMMARIES, may lead you to the only information on people who have recently become newsworthy or who are prominent in only one region or city.

If you have any questions or want further suggestions, talk with a librarian.

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A80

In an age of social security numbers and computers, it is not surprising that so many "things" have been counted, computed, sorted, and analyzed. Available statistics range from the number of glass bottles produced annually to the number of live births of second children to teenage mothers, by county.

Statistics have not been gathered on everything, of course, but when they are available statistics can:

- support a statement,
- provide a basis for a theory (or thesis statement),
- be used for comparison and contrast, and
- show trends.

Statistics can be found in many places - in periodical articles, in books, in reference books such as encyclopedias and almanacs, and especially in publications of state, federal, and international organizations. Listed below are some of the reference books that are most useful for finding statistics. If none of the books listed includes the information you need, turn to page 4 of this Study Guide for additional suggestions.

The following books are all shelved in the *reference area* on the first floor of the Undergraduate Library.

almanacs

Almanacs summarize statistics from many sources. Often you will find it unnecessary to look further. Other almanacs are located at the Information/Reference Desk.

AY 67 N5 W7 — World Almanac.

This almanac includes current statistics on sports, the economy, births and deaths, election results, and other topics of popular interest. Although the title suggests that it is international, emphasis is on the U.S. Use the general index at the front to find the statistics you need.

AY 311 D3 T5 — Texas Almanac.

Use this to find statistics relating specifically to Texas, including manufacturing, employment, energy, agriculture, population, and elections.

U.S. statistics

HA
202
U572

Statistical Abstract of the United States.

This yearly summary of statistics collected by the U.S. government includes social, political, and economic characteristics of the nation, each of the states, and the major cities. Statistics on education, population, communication, transportation, elections, prices, and state and local finance can also be found here. Use the index at the back to find your subject.

HA
202
B87
1976

Historical Statistics of the United States.

If you want to know how things were in the past, this book gives statistics on various aspects of the economic and social development of the nation from colonial times to 1970.

HA
202
A36

County and City Data Book.

This gives recent U.S. census figures on population, income, housing, industry, and the labor force for all counties and for about 400 of the largest U.S. cities. There is no index, but the table of contents is helpful.

HN
90
P8
G3

Gallup Poll: Public Opinion 1935-1971.

This collection of the Gallup Poll findings presents a view of changing American political and social thought. You can locate American opinions on topics of interest in specific years by using the index in Volume 3. Check the monthly Gallup Opinion Index on the periodical shelves for more recent poll results.

Texas statistics

HB
3525
T4
U52

General Population Characteristics - Texas.

This report contains statistics taken from the 1970 census on characteristics of the population of Texas. Figures for such categories as race, age, sex, and marital status are given for the state, counties, towns of various sizes, and households. Use the table of contents to find the figures you need.

HA
201
1970
A542

Census Tracts (1970 Census of Population and Housing).

Tracts for major cities in Texas, including Austin, are available in UGL. Detailed statistical analyses of other cities and states are in the Documents Unit in the Perry-Castañeda Library.

HC
107
T4
T4315

Texas Fact Book.

This compilation of recent Texas statistics includes tables and maps on population, manufacturing, employment, state government expenditures, and cost of living and consumer price index information, as well as a descriptive list of sources.

A82

international statistics

G 122 U56A — National Basic Intelligence Factbook.

This publication of the Central Intelligence Agency gives basic information for nations worldwide. Statistics include gross national product, transportation, population, imports and exports, and major industry production.

JA 51 S7 — The Statesman's Yearbook.

This manual of statistical information about the countries of the world is concise and easy to use. Statistics are reported for area, population, religion, social welfare, education, justice and crime, finance, defense, production and industry, agriculture, commerce, communications, and money and banking. Part 1 deals with international organizations; part 2 covers the British Commonwealth; part 3 surveys the United States (including the individual states and possessions); part 4 covers other countries in alphabetical order. Use the detailed index to find specific information about a particular country.

HA 17 D45 — UN Demographic Yearbook.

This includes information on the population of about 250 areas of the world. Births, deaths, marriages, divorces, and racial and sexual characteristics of the population are covered. Use the table of contents to find what you need.

HA 12.5 U63 — UN Statistical Yearbook.

These tables cover ten- to twenty-year periods of agriculture, manufacturing, trade, finance, construction, housing, education, and mass communication. The world summary tables emphasize population and economic trends. Use the table of contents to find statistical topics, or the index to find particular countries.

AZ 361 U45 — UNESCO. Statistical Yearbook.

This yearbook contains statistics on population, education, libraries and museums, book production, newspapers, films, radio, and television. More than 200 countries and territories are covered. There is no index, but you can find general areas such as education or science and technology through the table of contents. Subdivisions under these headings are useful for more detailed questions.

HC 59 W67 — World Tables 1976.

This includes statistical data on many countries and covers basic economic, demographic, and social data. It is particularly useful for comparative data by country and for the time span covered. In many cases, data are listed for selected years from 1950 to 1973.

business statistics

HC 101 H252 — Handbook of Basic Economic Statistics.

Statistics on United States labor, industry, commerce, and agriculture are collected in this annual publication. It includes comparative data back to 1913 or to the first year for which figures are available. Monthly supplements bring the current statistics up-to-date and give a national summary of business conditions.

PERIODICAL SHELVES

Survey of Current Business.

Monthly statistics on current business activity make this an excellent place to find up-to-date information. Included are figures for specific industries as well as domestic and foreign trade and employment.

HF
5003
D68A

Dow Jones Irwin Business Almanac.

This almanac gives statistics on corporations, employment, wages, banking, and also good international coverage on gross national product figures and economic indicators.

PERIODICAL SHELVES

Texas Business Review.

Look in this bimonthly publication for business and industrial activity in the major cities of Texas.

HD
9540.4
D37

Energy in the World Economy.

Use this book for finding figures on worldwide energy production, consumption, and trade. Since it gives statistics back to 1925, this is a particularly good source for tracing trends and changes in energy use.

HD
9560.5
I59

International Petroleum Encyclopedia.

This yearly volume of colorful maps and tables details information on the oil industry. Statistics on gas and oil production, reserves, pipelines, refining, and drilling are included. Use the table of contents to find the information you need.

additional suggestions

Sometimes you will be able to find statistics in your area of interest by using the Subject Catalog. Look up the same subject heading you have used to find other books, followed by the subdivision "-Statistics;" for example, "Alcoholism - Statistics."

If the Undergraduate Library doesn't have the information you need, check with the librarians in the Reference Services Department in the Perry-Castañeda Library for further assistance.

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A84

A book review can serve many purposes. It may help you decide whether or not you want to read a particular book. It may include a summary of the subject of the book, discussion of its style, and comparison with other books on the same subject. This Study Guide will help you locate reviews. When you need a more critical evaluation and analysis of a book, you may find one of the UGL Study Guides on literary criticism more useful.

how to find reviews

Special indexes are available to help you locate book reviews published in periodicals. To find a review in one of these indexes, you should know

the *author's* name,

the *title* of the book, and

the *year* the book was originally published.

The year is important because reviews usually appear soon after the book is published and most indexes arrange reviews by year. Usually the date of publication can be found on one of the first two or three pages of your book. If you don't have the book with you, see if it is listed in the card catalog (the catalog card will include the date of publication). If you have any trouble finding the publication date, ask a librarian for help.

All of the indexes listed are available on the Index Tables in the reference area of the Undergraduate Library. When using the following indexes, start with the volume for the year the book was published. If you don't find a review, try the volumes for the years immediately before and after.

indexes to reviews

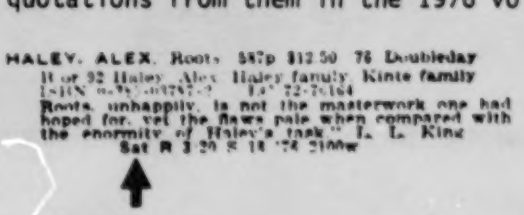
Book Review Digest. 1905 to the present.

This is a good place to begin your search because it not only gives references to reviews, but also includes quotations from the reviews and the number of words in the review. You may find enough information to make it unnecessary to track down the reviews themselves; if you need to find the review, look first at the number of words to determine if the review is worth locating. Book Review Digest emphasizes books and reviews for the general reader rather than the specialist.

Each volume is arranged alphabetically by author, and there is a title and subject index in the back. A four-volume author and title index for the period 1905-1974 makes it simple to find when the reviews you need were published. If your book was published since 1974, look in the volume for the year of publication.

For example --
If you are looking for reviews of Roots, by Alex Haley, published in 1976, you would find a list of reviews and quotations from them in the 1976 volume of Book Review Digest.

Sample entry:


HALEY, ALEX. Roots. 887p $12.50 '76 Doubleday
Roots, unhappily, is not the masterwork one had
hoped for, yet the flaws pale when compared with
Sat R 3 20 S 18 '76 2100w

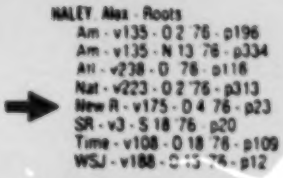
Explanation: The list of abbreviations at the front of the volume tells you Sat R is the Saturday Review. A 2100-word review by L.L. King appears on page 20 of the September 18, 1976 issue (volume 3).

Book Review Index. 1965 to the present.

This lists reviews of many more books than the Book Review Digest, although it does not include summaries of books or excerpts from reviews. Since Book Review Index started in 1965, don't look here for books published before that date.

All periodical titles are abbreviated, so you must check the key to abbreviations in the front of each volume.

Sample entry:

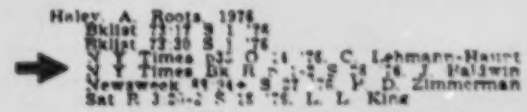


Explanation: A review of the book Roots by Alex Haley can be found on page 23 of the December 4, 1976 issue of New Republic.

Current Book Review Citations. 1976 to the present.

This indexes book reviews in more than 1200 periodicals covering all areas of study, including technology, philosophy, economics, architecture, education, and literature. Some foreign language books are included. The value of Current Book Review Citations is that you can often find reviews of books that have been published very recently.

Sample entry:


Haley, A. Roots. 1976
Bklist 72:11 S 1 '76
Bklist 72:30 S 1 '76
N Y Times Bk R O 24 '76 C. Lehmann-Haupt
N Y Times Bk R O 31 '76 J. Baldwin
Newsweek 88:94+ S 27 '76 V. D. Zimmerman
Sat R 3 20+ S 18 '76 L. L. King

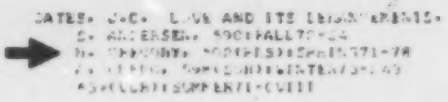
Explanation: The book Roots by Alex Haley was reviewed by J. Baldwin on pages 1-2 of the September 26, 1976 issue of the New York Times Book Review.

Index to Book Reviews in the Humanities. 1961 to the present.

The reviews in this index are from publications covering the fields of art and architecture, biography, drama, dance, folklore, language, literature, music, philosophy, travel, and (until 1970) history.

To find a review, look in the volume corresponding to the publication date of your book and all the volumes following. Each volume contains many reviews that appeared in earlier years. Arrangement is alphabetical by author. All periodical titles are identified by a number that you must check in the front of each volume.

Sample entry:



Explanation: Joyce Carol Oates' book Love and Its Derangements is reviewed by S. Andersen on page 24 of the Fall, 1972 issue of the journal Spirit. You must turn to the front of the volume to find that 590 stands for Spirit.

Newsbank. 1975 to the present.

This index is valuable for finding reviews from newspapers on local or little known titles that are not indexed elsewhere. Book reviews are found in the LITERATURE section of the Cumulative Index volumes. For reviews on more recent books use the LITERATURE notebook. You need to look up the book in each monthly section of the notebook. Reviews are listed by author and title. All reviews from Newsbank are on microfiche.

Sample entry:

Ratigan, William
Great Lakes Shipwrecks and Survivors
reviews
Michigan Grand Rapids – 43:B2

Explanation: The book Great Lake Shipwrecks and Survivors by William Ratigan was reviewed in a Grand Rapids, Michigan newspaper.

To find the review listed in Newsbank, you need the following information:

Title of the notebook you used: LITERATURE.

Year given at the top of the page listing the review.

Card Number and Grid Location: 43:B2

Once you have written down this information you can then go to the microfilm cabinets where the Newsbank microfiche is kept. Further instructions for locating the actual review will be found there. If you have any trouble finding what you need, ask a librarian.

reviews of books on special subjects

If you have difficulty finding a review, you could try one of the more specialized sources listed below. Often these sources are very slow to review books; the reviews may appear years after the book was published. A word of warning...many books are never reviewed at all.

Business Periodicals Index. 1973 to the present.

Reviews are listed under "Book Reviews." Earlier issues are located in the Reference Services Department in the Perry-Castañeda Library (PCL).

Education Index. 1959 to the present.

Reviews are listed under "Book Reviews."

General Science Index. 1978 to the present.

Reviews are listed in the "Book Reviews" section at the end of each issue.

Humanities Index. 1974 to the present.

(Before 1974 this was called Social Sciences and Humanities Index.) At the end of each issue there is a section labeled "Book Reviews."

Social Sciences Index. 1974 to the present.

(Before 1974 this was called Social Sciences and Humanities Index.) Reviews are listed at the end of each issue under "Book Reviews."

Additional sources for locating reviews of books on special subjects are available in the Reference Services Department in PCL.

locating the actual review

Look in the Name/Title catalog under the title of the periodical you want to determine if it is available at the Undergraduate Library. If you need more information, the UGL handout "How to Find Periodicals" explains how to locate magazines and journals in the Undergraduate Library and in other campus libraries.

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A88

This Study Guide will help you find critiques of short stories. Since it isn't always possible to find criticism of a particular short story, you may have to look for general criticism of that author's works and apply what you read to the short story you are studying.

criticism of a particular short story

The methods and sources described below are the most likely to lead you to critiques of a particular short story. All books listed are in the *reference area* on the first floor of the Undergraduate Library.

PN 3373 W354 1977 — Twentieth-Century Short Story Explication.

This is a good starting place because it lists recent criticism of a great many short stories. Look for the author's name and then for the title of the story. Critiques published in both books and journals may be listed. The references to books give only the editor, a few words of the title, and page numbers. Look in the back for the information you will need to find the books listed in this source. There is also a notebook which contains annual updates to the main volume. Look for the short story author's name for each year included.

PN 523 M33 — Magill's Bibliography of Literary Criticism.

This is an index to literary criticism of the short stories, novels, poetry, and plays of an author. Find the volume which includes your author's last name, then look for that name in the table of contents to see if a critique of a particular story is included. If you are not sure who wrote a story, consult the title index at the end of volume 4.

INDEX TABLE — Essay and General Literature Index. 1900 to the present.

Look for the short story author's name in this index: you may find references to essays or chapters of books that discuss a particular story. Sometimes you will be unable to find a critique of the short story itself. In that case, you may want to use some of the general criticism of the author's works that is listed here. Instructions on how to use this index are located with the volumes.

general criticism of an author's works

1 **LOOK FOR THE AUTHOR'S NAME IN THE NAME/TITLE CATALOG**

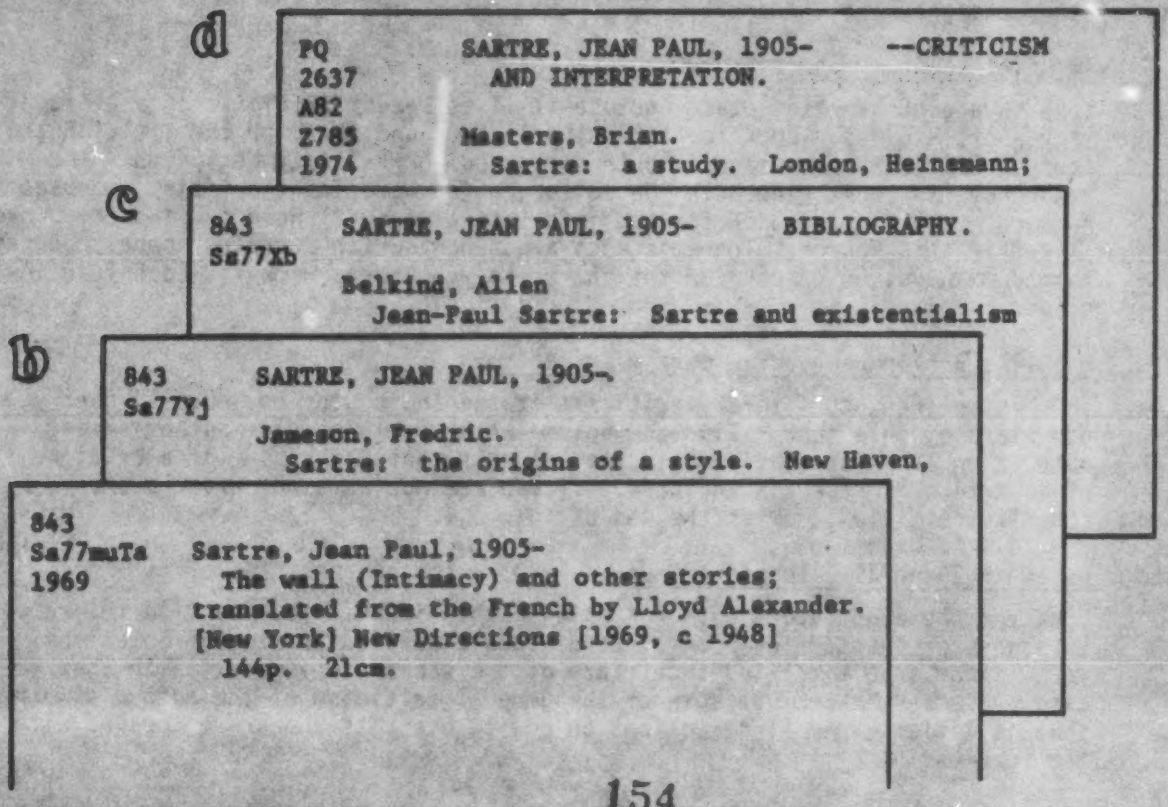
If you haven't found an analysis of the particular story in the indexes to criticism, look for the author's name in the Name/Title Catalog. These are the possibilities to check:

a Under the author's name, his works are listed alphabetically by title.

b If you want literary criticism about an author's works in general, you will find books *about* him and his works listed after all the cards for books *by* the author.

c If these titles don't look promising or if you need additional material, go past those cards to those headed with the author's name, followed by the subdivision "-Bibliography." A bibliography is often a good source for locating articles and books of criticism about a particular story or about an author's works in general.

d Books of criticism may also be listed under the author's name, followed by the subdivision "-Criticism and Interpretation."



2 USE THESE ADDITIONAL SOURCES

These books are helpful for locating critical opinion about an author's works in general. The following are shelved in tne *reference area* on the first floor of the Undergraduate Library. Use the call numbers in the left-hand column to locate the books.

INDEX TABLE — Contemporary Literary Criticism.

You can use this to find excerpts from critical articles on the works of many current novelists, poets, playwrights, and other creative writers who have been published in English. Look in the author index (yellow pages) at the end of the last volume to find out which volume or volumes have excerpts on a specific author.

PR 737 V5 1976 — Contemporary Novelists.

About 880 living novelists are included in this book. Information given consists of a brief biography, a list of the author's works (including short stories), and a critical essay on the author.

INDEX TABLE — Modern Language Association. MLA International Bibliography of Books and Articles on the Modern Languages and Literatures. 1969 to the present.

Scholarly articles, books and dissertations on international literature, folklore, and linguistics are listed in this annual bibliography. Literary criticism is arranged by the country and the century in which the author wrote. Ask a librarian for an explanation of how to find what you need.

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A91

This Study Guide will help you find criticism and explanation of poems. Since it isn't always possible to find criticism of a particular poem, you may have to look for general criticism of that poet's works and apply what you read to the poem you are studying.

criticism of a particular poem

The methods and sources described below are the most likely to lead you to critiques of a particular poem. All books listed are in the *reference area* on the first floor of the Undergraduate Library.

1 USE INDEXES TO CRITICISM

Z 2014 P7 K8 — Poetry Explication.

Look here under the name of the poet to find lists of essays and articles that analyze individual poems.

PR 89 C5 — An Index to Criticisms of British and American Poetry.

Use this bibliography to find criticism of poetry by British and American authors. The arrangement of this book is different from most. Read the explanation in the book's preface or ask a reference librarian for help.

PN 523 M33 — Magill's Bibliography of Literary Criticism.

This is an index to literary criticism of the poems, short stories, novels, and plays of an author. Find the volume which include's your author's last name, then look for that name in the table of contents to see if a critique of a particular poem is included. If you are not sure who wrote a poem, consult the title index at the end of volume 4.

2 LOOK FOR THE AUTHOR'S NAME IN THE NAME/TITLE CATALOG

If you haven't found an analysis of the particular poem in the indexes to criticism, or if you need additional sources, look for the author's name in the Name/Title Catalog. These are the possibilities to check:

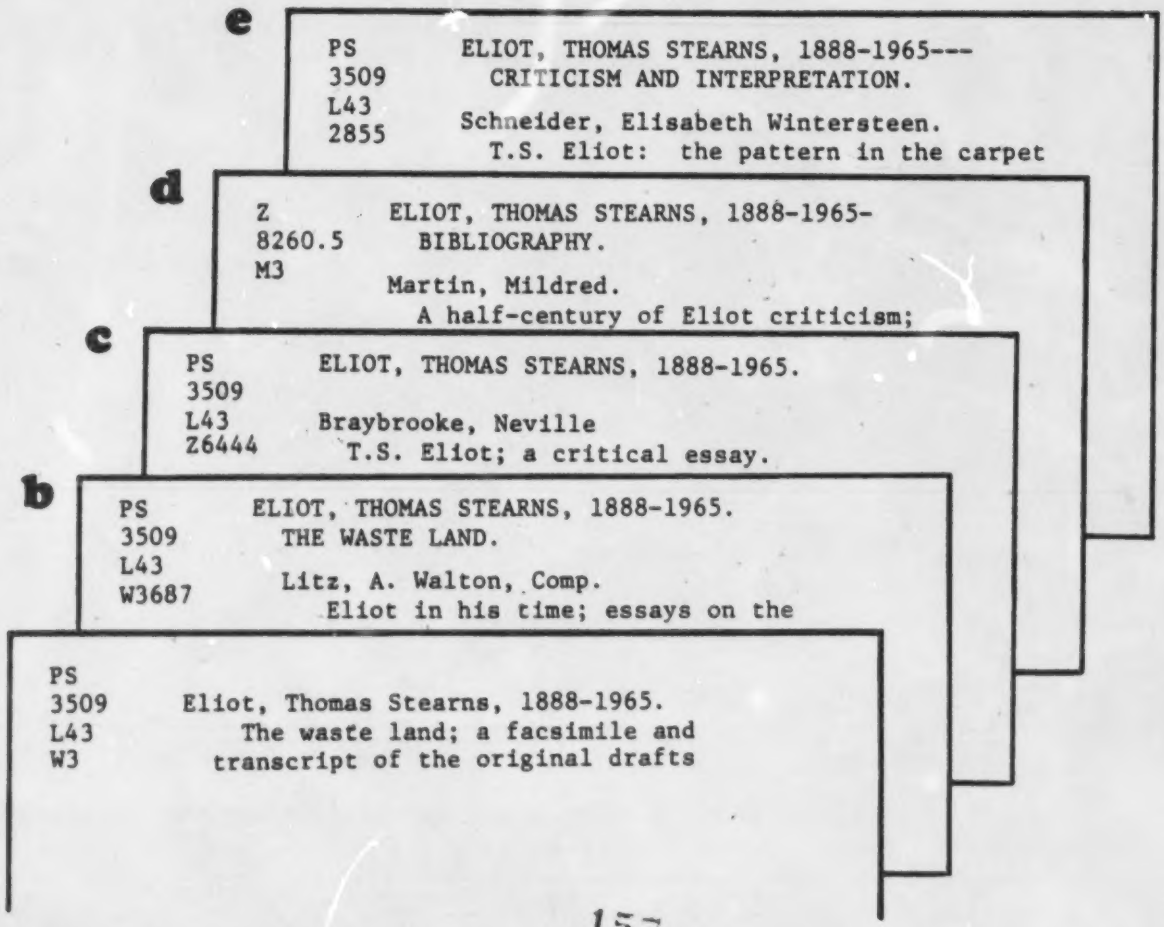
a Under the author's name, his works are listed alphabetically by title.

b If a poem is lengthy or well-known, you may find a complete book about it. Books of criticism *about* that poem will be listed after the poem itself.

c If you want literary criticism of an author's works in general, you will find books *about* him and his works listed after all the books *by* the author.

d If these don't look promising or if you need additional material, go past these cards to those headed with the author's name, followed by the subdivision "-Bibliography." A bibliography is often a good source for locating articles and books of criticism.

e Books of criticism may also be listed under the author's name, followed by the subdivision "-Criticism and Interpretation."



general criticism of an author's works

Use the books listed below to find critical opinion of a poet's works in general, including discussions of the poet's overall style, prevailing themes, or major symbols, for example. Some of these sources contain excerpts from longer critiques; for a more complete discussion, you can locate the articles or essays from which excerpts have been taken. All books listed are in the *reference area* on the first floor of the Undergraduate Library.

PS 323.5 M3 — Crowell's Handbook of Contemporary American Poetry.

Lengthy critical articles on over seventy poets make this a useful place to begin looking for information on living American poets. Individual poems are frequently mentioned in the articles.

PR 83 C764 — The Critical Temper: A Survey of Modern Criticism on English and American Literature from the Beginnings to the Twentieth Century. 3 vols.

Excerpts from criticism are compiled in this source. Use the table of contents in volume I to find a particular author.

INDEX TABLE — Contemporary Literary Criticism.

You can use this to find excerpts from critical articles on the works of many current poets, playwrights, novelists, and other creative writers who have been published in English. Look in the author index (yellow pages) at the end of the last volume to find out which volume or volumes have excerpts on a specific author.

The following books in the *Library of Literary Criticism* series contain excerpts from criticism on twentieth-century authors. Poets, novelists, and playwrights are represented.

PS 221 C8 1969 — Modern American Literature.

PR 473 T4 — Modern British Literature.

PT 401 D6 — Modern German Literature.

PQ 7081 F63 1975 — Modern Latin American Literature.

PN 813 C8 — Modern Romance Literatures.

PG 507 M542 — Modern Slavic Literatures.

PN 841 M58 — Modern Black Writers.

PR 1225 M876 1975 — Contemporary Poets.

This source covers 1,000 poets currently writing in English. Each entry includes a brief biography, a list of the poet's works and a short critical essay on the poet.

additional suggestions

If you have not yet found the criticism you need, you may want to talk with a librarian or continue your search by using these volumes.

INDEX TABLE — Modern Language Association. MLA International Bibliography of Books and Articles on the Modern Languages and Literatures. 1969 to the present.

Scholarly articles, books, and dissertations on international literature, folklore, and linguistics are listed in this annual bibliography. Literary criticism is arranged by the country and the century in which the author wrote. Ask a librarian for an explanation of how to find what you need.

INDEX TABLE — Essay and General Literature Index. 1900 to the present.

Look for the author's name in this index; you may find references to essays or chapters of books that discuss either a particular poem or some general aspect of that author's works. Instructions on how to use this index are located with the volumes.

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This Study Guide will help you find criticism of plays as literature, rather than reviews of theatrical productions. Since it isn't always possible to find criticism of a particular play, you may have to look for general criticism of that author's works and apply what you read to the play you are studying.

criticism of a particular play

The methods and sources described below are the most likely to lead you to critiques of a particular play. All books listed are in the *reference area* on the first floor of the Undergraduate Library.

I USE INDEXES TO CRITICISM

Z 1231 D7 C6 — Drama Criticism. 2 vols.

In volume 1, you will find lists of articles on particular English and American plays. Volume 2 covers classical and European plays.

PN 1861 B7 — Dramatic Criticism Index.

Use this bibliography to find critiques of individual plays and general criticism of nineteenth- and twentieth-century American, British, and European playwrights.

PN 2189 A334 — Modern Drama.

Critical essays on twentieth-century American, British, and European drama are indexed in this source. Some play reviews are also listed.

PN 1707 P3 1977 — European Drama Criticism.

Use this book to find critical writings about outstanding European and classical playwrights, excluding Shakespeare.

PN 523 M33 — Magill's Bibliography of Literary Criticism.

This is an index to literary criticism of the plays, short stories, novels, and poetry of an author. Find the volume which includes your author's last name, then look for that name in the table of contents to see if a critique of a particular play is included. If you are not sure who wrote a play consult the title index at the end of volume 4.

2 LOOK FOR THE AUTHOR'S NAME IN THE NAME/TITLE CATALOG

If you haven't found an analysis of a particular play in the indexes to criticism, or if you need additional sources, look for the playwright's name in the Name/Title Catalog. These are the possibilities to check:

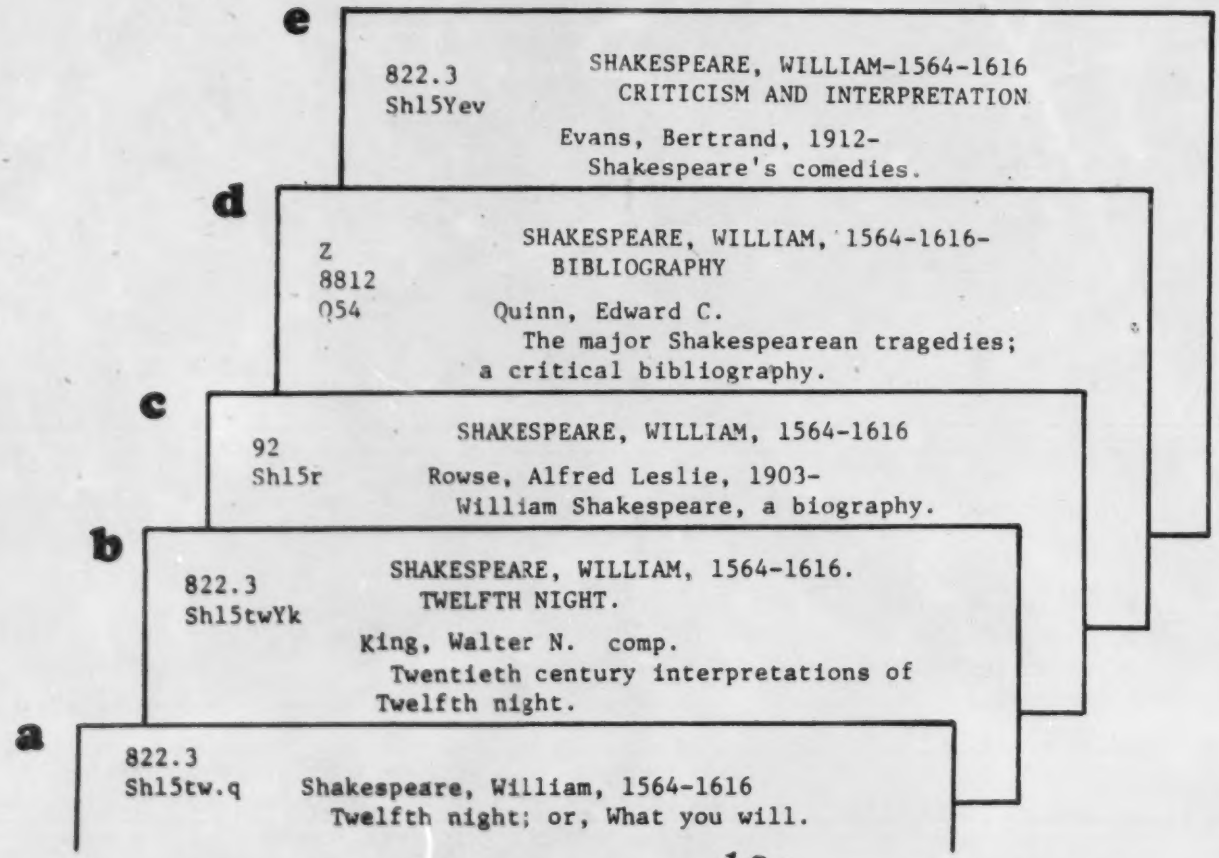
a Under the author's name, his works are listed alphabetically by title.

b After the cards that list a particular play, you may find books of criticism *about* that play.

c If you want literary criticism about an author's works in general, you will find books *about* him and his works listed after all the books *by* the author.

d If these don't look promising or if you need additional material, go past these cards to those headed with the author's name, followed by the subdivision "-Bibliography." A bibliography is often a good source for locating articles and books of criticism.

e Books of criticism may also be listed under the author's name, followed by the subdivision "-Criticism and Interpretation."



general criticism of an author's works

Use the books listed below to find critical opinion of a playwright's works in general, including discussions of the author's overall style, prevailing themes, or major symbols, for example. Some of these sources contain excerpts from longer critiques; for a more complete discussion, you can locate the articles or essays from which the excerpts have been taken. All books listed below are in the *reference area* on the first floor of the Undergraduate Library.

INDEX TABLE — Contemporary Literary Criticism.

You can use this to find excerpts from critical articles on the works of many current English-language playwrights, novelists, poets, and other creative writers. Look in the author index (yellow pages) at the end of the last volume to find out which volume or volumes have excerpts on a specific author.

PR 83 C764 — The Critical Temper: A Survey of Modern Criticism on English and American Literature from the Beginnings to the Twentieth Century. 3 vols.

Excerpts from criticism are compiled in this source. Use the table of contents in volume I to find a particular author.

The following books in the *Library of Literary Criticism* series contain excerpts from criticism on twentieth-century authors. Playwrights, poets, and novelists are represented.

PS 221 C8 1969 — Modern American Literature.

PR 473 T4 — Modern British Literature.

PT 401 D6 — Modern German Literature.

PQ 7081 F63 1975 — Modern Latin American Literature.

PN 813 C8 — Modern Romance Literatures.

PG 507 M542 — Modern Slavic Literatures.

PN 841 M58 — Modern Black Writers.

PR 106 V5 1977 — Contemporary Dramatists.

This covers 300 dramatists currently writing in English. Each entry includes a brief biography, a list of the author's works, and a short critical essay on the playwright.

PN 1861 C7 — Crowell's Handbook of Contemporary Drama.

Designed as a "guide to developments in the drama in Europe and the Americas since the Second World War," this book provides brief critical appraisals of playwrights and of some of their major plays.

additional suggestions

If you have not yet found the criticism you need, you may want to talk with a librarian or continue your search by using these volumes.

INDEX TABLE — Modern Language Association. MLA International Bibliography of Books and Articles on the Modern Languages and Literatures. 1969 to the present.

Scholarly articles, books, and dissertations on international literature, folklore, and linguistics are listed in this annual bibliography. Literary criticism is arranged by the country and the century in which the author wrote. Ask a librarian to explain how to find what you need.

INDEX TABLE — Essay and General Literature Index. 1900 to the present.

Look for the author's name in this index: you may find references to essays or chapters of books that discuss either a particular play or some general aspect of that author's works. Instructions on how to use this index are located with the volumes.

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A.30

This Study Guide will help you find literary criticism of novels. Since it isn't always possible to find criticism of a particular novel, you may have to look for general criticism of that novelist's works and apply what you read to the novel you are studying.

You can usually find literary criticism only for novels written by authors with established reputations. Criticism of a recently published novel is seldom available. If you are interested in a very recent book or one by a little-known author, you may find the UGL Study Guide FINDING BOOK REVIEWS more useful.

criticism of a particular novel

The methods and sources described below are the most likely to lead you to critiques of a particular novel. All books listed in this Study Guide are in the *reference area* on the first floor of the Undergraduate Library.

I USE INDEXES TO CRITICISM

PN 523 M33 — Magill's Bibliography of Literary Criticism.

This is an index to literary criticism of the novels, short stories, poetry, and plays of an author. Find the volume which includes your author's last name, then look for that name in the table of contents to see if a critique of a particular novel is listed. If you are not sure who wrote a novel, consult the title index at the end of volume 4.

Z 1231 F4 G4 — The American Novel. 2 vols.

When you are looking for criticism of American novels written before 1960, this index to books and periodical articles is a good place to look. Use section I of each volume to find articles about particular novels or about an author's works in general.

Z
2014
F4
B4

The English Novel, 1578-1956.

Use this index and its supplements, English Novel Explication (Z/2014/F5/P26), to find critical articles and essays about English authors. The novels covered in these sources were written since 1578.

Z
1231
F4
A34

The Contemporary Novel.

This book indexes criticism of American and English authors who wrote important novels during the period 1945-1968. You can use this book to find articles about such authors as William Faulkner, John Steinbeck, Flannery O'Connor, or George Orwell. However, earlier writers, such as D.H. Lawrence, or more recent authors, such as Jerzy Kozinski, are not included in this source.

INDEX
TABLE

Essay and General Literature Index. 1900 to the present.

Look for the author's name in this index; you may find references to essays or chapters of books that discuss either a particular novel or some general aspect of that author's works. Instructions on how to use this index are located with the volumes.

PN
3448
S45
S8

Survey of Science Fiction Literature. 5 vols.

The essays in these volumes review and criticize more than 500 science fiction novels. Each essay includes a list of additional sources of criticism. The volumes are arranged alphabetically by the titles of the novels. Use the author-title index in volume 5 if you have difficulty locating a title.

2 LOOK FOR THE AUTHOR'S NAME IN THE NAME/TITLE CATALOG

If you haven't found an analysis of the particular novel in the indexes to criticism, or if you need additional sources, look for the author's name in the Name/Title Catalog. These are the possibilities to check:

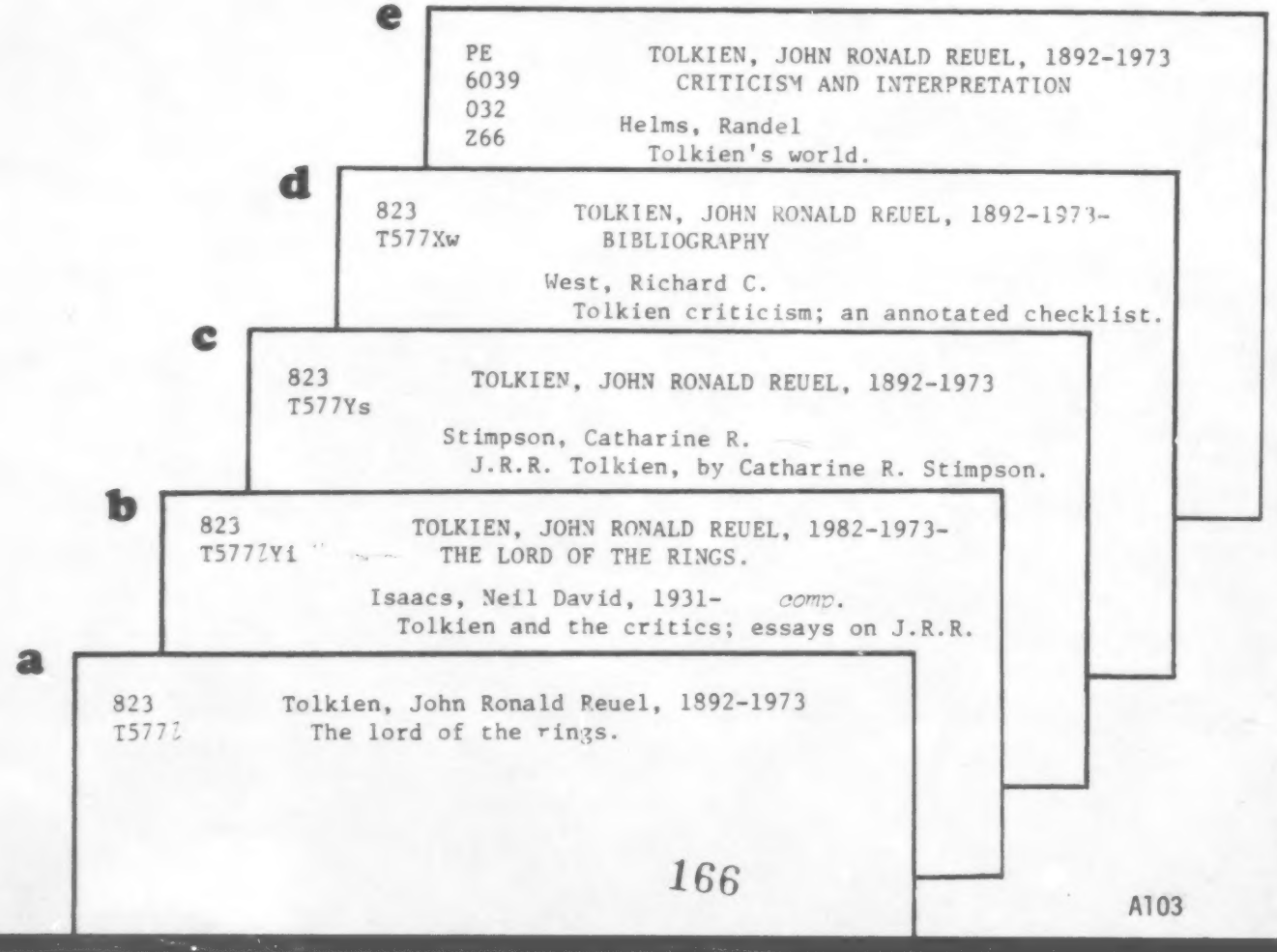
a Under the author's name, his works are listed alphabetically by title.

b After the cards that list a particular novel, you may find books of criticism *about* that novel.

c If you want literary criticism of an author's works in general, you will find books *about* him and his works listed after all the books *by* the author.

d If these don't look promising or if you need additional material, go past these cards to those headed with the author's name, followed by the subdivision "-Bibliography." A bibliography is often a good source for locating articles and books of criticism.

e Books of criticism may also be listed under the author's name, followed by the subdivision "-Criticism and Interpretation."



A103

general criticism of an author's works

Use the books listed below to find critical opinion of a novelist's works in general, including discussions of the author's overall style, prevailing themes, or major symbols, for example. Some of these sources contain excerpts from longer critiques; for a more complete discussion, you can locate the articles or essays from which the excerpts have been taken. All books listed in this Study Guide are in the *reference area* on the first floor of the Undergraduate Library.

INDEX TABLE — Contemporary Literary Criticism.

You can use these volumes to find excerpts from critical articles about the works of many current English-language novelists, poets, playwrights, and other creative writers. Look in the author index (yellow pages) at the end of the last volume to find out which volume or volumes include excerpts on a specific author.

PR 83 C764 — The Critical Temper: A Survey of Modern Criticism on English and American Literature from the Beginnings to the Twentieth Century. 3 vols.

Excerpts from criticism are compiled in this source. Use the table of contents in volume I to find a particular author.

The following books in the *Library of Literary Criticism* series contain excerpts from criticism on twentieth-century authors. Novelists, poets, and playwrights are represented.

PS 221 C8 1969 — Modern American Literature.

PR 473 T4 — Modern British Literature.

PT 401 D6 — Modern German Literature.

PQ 7081 F63 1975 — Modern Latin American Literature.

PN 813 C8 — Modern Romance Literatures.

PG 507 M542 — Modern Slavic Literatures.

PN 841 M58 — Modern Black Writers.

PR 787 V5 1976 — Contemporary Novelists.

This source covers 880 living novelists who write in English. Each entry includes a brief biography, a list of the author's works (including short stories), and a critical essay on the author.

additional suggestions

If you have not yet found the criticism you need, you may want to ask a librarian to suggest additional sources. One possible source for further information is described below.

INDEX TABLE

Modern Language Association. MLA International Bibliography of Books and Articles on the Modern Languages and Literatures. 1969 to the present.

Scholarly articles, books, and dissertations on international literature, folklore, and linguistics are listed in this annual bibliography. Literary criticism is arranged by the country and the century in which the author wrote. Ask a librarian for an explanation of how to find what you need.

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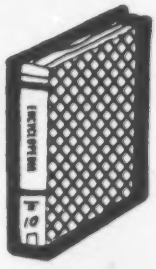
Appendix 2

Sample 1975 Instructional Materials

using encyclopedias for research

ugl study guide



Most people know that encyclopedias are good places to find specific facts or quick answers to questions. They are also an excellent place to begin work on most research projects. An encyclopedia can give you:

1) basic background information

2) ideas on how to narrow the scope of your project to something more manageable than "World War II" or "Pollution"

3) definitions for terms used in the subject field

4) key words to use as subject headings when you extend your search to the card catalog and periodical indexes

5) for many topics, a bibliography, a list of books containing more information on your subject

If you don't find your subject in an encyclopedia, there are other places to find background information. You may find it helpful to read a chapter in a textbook or a history book. For controversial subjects or topics that have been in the news, Editorial Research Reports or the New York Times Index can be useful. These are described in the study guide "Using Newspaper Indexes and News Digests." A librarian can suggest other sources.

TYPES OF ENCYCLOPEDIAS

The Undergraduate Library has many sets of encyclopedias. Some, like the Britannica and Americana, are general encyclopedias that try to provide accurate objective information in all areas of human knowledge. Others are more specialized and cover specific fields in much greater depth and detail than the general encyclopedias. To find out whether there is a specialized encyclopedia in a field that interests you, look in the Subject Catalog under the subject. Then look under the subdivision "Dictionaries" (e.g. "Ecology - Dictionaries"), or ask a librarian.

Some of the most frequently used encyclopedias are described below, but there are many others. These books are all shelved in the reference area on the first floor.

GENERAL ENCYCLOPEDIAS

AE 5 E333 1974 — Encyclopedia Americana, 1974.

A good standard encyclopedia with all subjects arranged alphabetically. There is a separate index volume.

AE
5
E363
1974

Encyclopaedia Britannica, 1974.

Unlike the earlier editions of Britannica (to be found in the 032's), this edition is arranged differently from most encyclopedias. The "Micropaedia" set gives brief, ready reference type information and serves as an index to the larger set, the "Macropaedia," which contains long scholarly articles on major subjects.

SPECIALIZED ENCYCLOPEDIAS

B
41
E5

Encyclopedia of Philosophy, 1964.

An eight-volume set covering Eastern and Western philosophy from ancient to modern times. The articles have extensive bibliographies. A useful feature is the inclusion of discussions on the theories of mathematicians, physicists, biologists, sociologists, psychologists, moral reformers, and religious thinkers when their ideas have had an impact on philosophy.

BF
31
E522
1972

Encyclopedia of Psychology, 1972.

This three-volume encyclopedia defines words and discusses terms and concepts in psychology. The longer entries include bibliographies. There are also brief biographies of important psychologists.

703
En19

Encyclopedia of World Art, 1959-64.

A basic source for information on painting, sculpture, and architecture. This is a good place to find illustrations, since the last part of each volume is devoted to plates, many of them in color.

303
In8

International Encyclopedia of the Social Sciences, 1968.

This is a good place to find basic information on topics in anthropology, economics, history, law, political science, sociology, statistics, and related fields. The articles are long and are written by experts in the various fields. Excellent bibliographies.

Q
121
M3
1971

McGraw-Hill Encyclopedia of Science and Technology, 1971.

Good for basic factual data in physical sciences, earth sciences, life sciences, and engineering. There are bibliographies after each article and many cross-references to related subjects.

G
103
W65
1971

Worldmark Encyclopedia of the Nations, 1971.

An encyclopedia, prepared under the auspices of the United Nations, presenting factual data about 146 countries. It includes such things as transportation, government, political parties, newspapers, agriculture, and education. Bibliographies are included at the end of each article.

FINDING INFORMATION IN ENCYCLOPEDIAS

Encyclopedia articles are usually arranged in alphabetical order. To make the best use of encyclopedias, however, you should always use the index which directs you to all the articles dealing with some aspect of your topic. Even if there is not an entire article devoted to the subject you are researching, you still may be able to find information about it by using the index. Remember that the terms used in the index may be

different from the ones that spring immediately to mind; be flexible (and inventive) in your approach. "Cross References" are another helpful feature in many encyclopedias. These are notes that direct you to articles on related topics.

Example of entry: "Technology" from Encyclopedia Americana index volume:

TECHNOLOGY 26-357
ENVIRONMENT 10-401, 403, 404
405
INVENTION 15-326
SYSTEM ANALYSIS 26-198
TWENTIETH CENTURY 27-305

Explanation: There is an article on Technology in volume 26 on page 357. Technology is also discussed in articles on Environment, Invention, System Analysis, and the Twentieth Century. The volume and page numbers are given.

Don't make the mistake of thinking encyclopedias are "kidstuff." Prepared by scholars for scholarly use, encyclopedias form the backbone of the reference collection. By using an encyclopedia you can get background information, put your subject in perspective, and find valuable references to other material. But encyclopedias are only a beginning . . . consult other handouts in the UGL (study guide) Series for places to look for more information.

1975-1
Undergraduate Library
The General Libraries
The University of Texas at Austin

A111

WORKSHEET ON ENCYCLOPEDIAS

To complete this worksheet, you will need a copy of the UGL Study Guide "Using Encyclopedias for Research."

This worksheet is designed to give you experience using several encyclopedias. Your objectives are to:

1. Do background reading to get some idea of the scope of your topic. You should aim at finding at least one article from a general encyclopedia and one from a more specialized encyclopedia.

2. Think about how you can limit or narrow your topic, for example in terms of time, place, people, or a particular aspect of the subject.

3. Find key words that you can use later to find more information in the card catalog or periodical indexes.

4. Use the bibliographies found at the end of some articles to start compiling your own "working bibliography," or list of possible information sources for your research paper.

1. Write down the topic you have in mind.

2. What are the key words or ideas in your topic that you would use to find information on that subject?

3. Using these key words, look in the index of one of the general encyclopedias described in the Study Guide for articles on your topic. In the space below write the title of the encyclopedia, and the volume and page numbers where the articles can be found. If there are many articles on your topic choose the one that sounds most appropriate. If you haven't found anything at all, go on to Step 5.

4. Read the articles you have listed above. Make a note of any key words that might help you find more information in the card catalog or periodical indexes. If the articles have bibliographies, write the authors and titles of any books that sound helpful on a separate sheet headed "Working Bibliography."

5. Look at the list of specialized encyclopedias on page 2 of the Study Guide and write below the titles of any that you think might include information on your topic. Proceed as in Steps 3 and 4 above.

6. If you are interested in topics which have been in the public eye in recent years, Editorial Research Reports is an excellent source. It publishes monthly articles and news notes on subjects of current interest. Look in the index at the back of the most recent volume to see if your subject is covered. You may have to look under general headings like "Science and Technology" or "Religion." If you find any references to other books or magazine articles you want to read, add them to your working bibliography.

7. If you haven't had much success finding information or if you want more background, try using the card catalog to find a subject oriented encyclopedia. Look in the subject catalog under the general subject followed by the subdivision "Dictionaries" (e.g., "Geology - Dictionaries."). If you find any encyclopedia that looks relevant, write the call number and the title below. Read any articles on your topic and add other sources, if any are listed, to your working bibliography.

8. You have now completed basic background reading for your research paper, identified some key terms, and perhaps started your working bibliography. If you feel you have not found enough information, ask a librarian for other suggestions. The next exercise will introduce the skills you need to use the card catalog effectively.

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Appendix 3

Proposal

THE UNIVERSITY OF TEXAS AT AUSTIN
THE GENERAL LIBRARIES
AUSTIN, TEXAS 78712

22 April 1975

To: Members of the Freshman English Policy Committee

From: Susan Burton, Reference Librarian, Undergraduate Library

Subject: Library Proposal

The Undergraduate Library is committed to improving students' ability to meet their information needs. Unfortunately, students are unlikely to develop adequate library skills independently. They need direction and motivation. Therefore, UGL is exploring the ways of integrating library instruction into the curriculum. The Undergraduate Library would like to discuss with you the possibility of including some kind of structured library experience in the Freshman English program.

During the past semester we have contacted some of the instructors who have been giving their students library assignments. Working co-operatively with the faculty, we have provided self-guided tours, bibliographies of reference works, and library lectures. In providing these services we have found that students lack a common background of library skills. Instead of concentrating on the subject related material the classes need, it has been necessary to start with the basics: explaining the peculiarities of the card catalog, the limitations of the Readers' Guide, and the existence of dozens of encyclopedias above and beyond World Book. As a result, we have become interested in possible ways of providing all students with the basic library background they need to do college work.

This semester students in English 307 sections supervised by Bob Wess took self-guided tours of UGL, attended a library lecture, and received bibliographies on general reference sources and on sources related to their research topics. A different approach has been worked out for next year. Students will take the self-guided tour early in the semester. They will then be given a list of research topics for a paper due at the end of the semester. The library will prepare a series of study guides and exercises on the card catalog and basic reference sources. Using the study guide and exercise on encyclopedias, students will choose a research topic from the list of suggestions. Each student will apply the exercises on the card catalog and indexes to his own topic. Additional study guides and exercises may be introduced at the instructors' discretion. The students' end product will be a working bibliography for his paper, and, hopefully, a better understanding of effective use of library resources.

A copy of the library objectives, the research topics, and a sample study guide and exercise is enclosed. Also included is a copy of the self-guided tour and a summary of evaluations completed by 341 students.

May we talk to you at your meeting on May 1 about some modification of this approach for other sections of Freshman English?

Appendix 4

Objectives

Objectives 1975

1. Students know the function and format of the following basic tools:

   a. Encyclopedias

      (1) They are familiar with both general and specialized encyclopedias.

      (2) They use encyclopedia indexes to locate material.

      (3) They can find unfamiliar specialized encyclopedias in the subject catalog.

   b. Card Catalog

      (1) They can locate material by author, title, and subject.

      (2) They can identify and explain the use of selected elements on a catalog entry:

      Author
      Title
      Place of publication
      Publisher
      Date
      Pages
      Bibliographic notes
      Tracings
      Call number

      (3) They adapt their own terminology to that of the subject catalog by using the Library of Congress Subject Headings list, cross references, and tracings.

      (4) They use location charts to find where books are shelved. They are able to find books shelved in both the Library of Congress and Dewey Decimal Classification systems.

   c. Periodical Indexes

      (1) They are familiar with general indexes and are aware of more specialized indexes.

      (2) They can use the indexes most likely to meet their information needs.

      (3) They can interpret the elements in an index entry:

      Author
      Article title
      Periodical
      Volume
      Page
      Date
      Other abbreviations

      (4) They use the Serials List to locate periodicals in campus libraries

2. Students know that special reference sources exist to find statistics, newspaper articles, reviews, criticisms, bibliographies, government documents, and information about people and places.

3. Students can plan and implement an efficient search strategy using encyclopedias, the card catalog, periodical indexes, and other sources as necessary.

4. Students consult librarians for assistance and suggestions whenever appropriate.

Objectives 1980

The student will:

--learn the physical location of essential areas within the Undergraduate Library, and know the basic procedures for finding and borrowing books, locating periodicals, and using the reserve collection.

--plan and implement a "search strategy" that will lead to information in a logical progression from background materials to recent developments.

--restrict a topic and find information on it in appropriate general and specialized encyclopedias or news summaries, in the *Library of Congress Subject Headings* list and card catalog, and in appropriate general and specialized periodical indexes.

--write an informative report which is a synthesis of materials from the above mentioned sources (encyclopedias or news summaries, books, and periodical articles).

--use proper mechanical form in making the report: quotation and paraphrase, footnoting, and bibliography.

Appendix 5

1978 Survey Questionnaire

THE UNIVERSITY OF TEXAS AT AUSTIN

THE GENERAL LIBRARIES

UNDERGRADUATE LIBRARY

SURVEY OF STUDENTS
WHO TOOK E 307 SPRING 76
Regarding the Teaching of Research Skills

Remember English 307? You probably wrote a research paper using Study Guides and worksheets prepared by the Undergraduate Library. One of the objectives of that assignment was to teach you some of the research skills which are helpful in finding information in a university library.

Please help us find out how the research paper assignment in the freshman curriculum can be improved to make it more useful to incoming students. Complete and return this questionnaire in the enclosed envelope as soon as possible.

Thanks for your help!

1. Your major:_____

2. Classification: (1) Freshman ___ (2) Sophomore ___ (3) Junior ___ (4) Senior ___
(5) Other ___

3. Do you remember writing a paper that required library research in English 307?
(1) Yes ___ (2) No ___

4. Since taking English 307, for what purposes have you used campus libraries?

a. to study for courses
(1) frequently ___ (2) sometimes ___ (3) rarely or never ___

b. to use reserve materials for my courses
(1) frequently ___ (2) sometimes ___ (3) rarely or never ___

c. to obtain information for research and/or class assignments
(1) frequently ___ (2) sometimes ___ (3) rarely or never ___

d. for non-class related reading
(1) frequently ___ (2) sometimes ___ (3) rarely or never ___

e. to use periodicals (magazines, journals, newspapers, etc.)
(1) frequently ___ (2) sometimes ___ (3) rarely or never ___

f. to browse
(1) frequently ___ (2) sometimes ___ (3) rarely or never ___

g. to socialize or relax
(1) frequently ___ (2) sometimes ___ (3) rarely or never ___

h. Other (please indicate):

5. If, or when, your courses require you to use library resources for papers or research projects, would you probably:

a. ask your instructor to recommend books and other relevant materials?
(1) frequently ___ (2) sometimes ___ (3) rarely or never ___

b. ask a librarian to help you?
(1) frequently ___ (2) sometimes ___ (3) rarely or never ___

c. do background reading in encyclopedias and/or general works on the topic?
(1) frequently ___ (2) sometimes ___ (3) rarely or never ___

d. go directly to the subject card catalog and look under what you think the topic will be?
(1) frequently ___ (2) sometimes ___ (3) rarely or never ___

e. check the Library of Congress' List of Subject Headings for possible subject headings?
(1) frequently ___ (2) sometimes ___ (3) rarely or never ___

f. browse through the library's books and periodicals (magazines, journals, newspapers, etc.) until you find the ones that deal with your topic?
(1) frequently ___ (2) sometimes ___ (3) rarely or never ___

g. use an index to periodicals (magazines, journals, newspapers, etc.), e.g., Readers' Guide?
(1) frequently ___ (2) sometimes ___ (3) rarely or never ___

h. Other (please indicate): _____

6. Since enrolling as a student at UT, which of the following types of instruction in the use of the library have you received?

   a. self-guided tour of a library on campus using a printed guide.
      (1) Yes ___ (2) No ___

   b. guided tour, lecture or slide-tape presentation at a library on campus.
      (1) Yes ___ (2) No. ___

   c. instruction from a librarian in one of my classes.
      (1) Yes ___ (2) No ___

   d. instruction from a faculty member or teaching assistant in one of my classes.
      (1) Yes ___ (2) No ___

   e. printed guides explaining how to find and use library materials.
      (1) Yes ___ (2) No ___

7. Has what you learned in English 307 about using libraries helped you since then?
   (1) very much ___ (2) some ___ (3) very little ___ (4) none ___ (5) not applicable ___

8. Do you think any of the following skills need more emphasis in freshman English?

   a. Choosing and narrowing a topic (1) Yes ___ (2) No ___

   b. Using the Subject Catalog (1) Yes ___ (2) No ___

   c. Arrangement of call numbers (1) Yes ___ (2) No ___

   d. Choosing and using periodical indexes (1) Yes ___ (2) No ___

   e. Locating periodicals (1) Yes ___ (2) No ___

   f. Taking notes (1) Yes ___ (2) No ___

   g. Doing footnotes and bibliographies (1) Yes ___ (2) No ___

   h. Other: _____

9. General research skills are taught in freshman English. Do you nov feel you need additional instruction in order to find information in your field?
   (1) Yes ___ (2) No ___ (3) No opinion ___

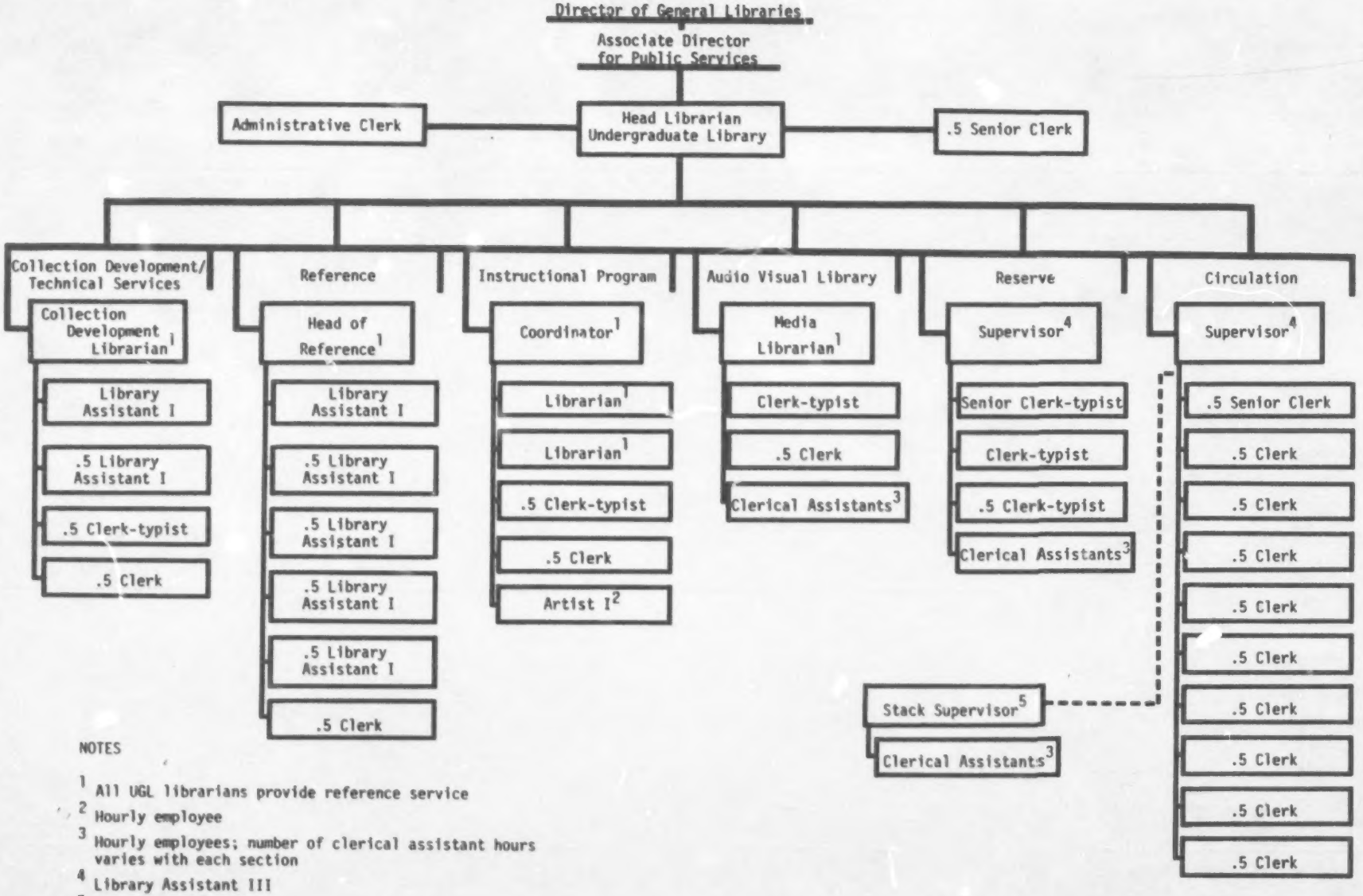
10. Do you have any comments about the instruction you received in English 307 on using the library, any library instruction you have had since, or experiences you have had using campus libraries?

March, 1978

A128

Appendix 6

UGL Organizational Chart



NOTES

1 All UGL librarians provide reference service

2 Hourly employee

3 Hourly employees; number of clerical assistant hours varies with each section

4 Library Assistant III

5 Library Assistant II

A131

THE UNIVERSITY OF TEXAS AT AUSTIN

THE GENERAL LIBRARIES

Contributions to Librarianship No. 6

Contributions to Librarianship is a series of publications issued by the General Libraries, The University of Texas at Austin, for the purpose of sharing its program and work with other academic libraries and librarians.

No. 1. *A Comprehensive Program of User Education for the General Libraries, The University of Texas at Austin.* 1977. $5.00

No. 2. *Collection Development Policy, The University of Texas at Austin, The General Libraries.* 1976. (1981 revision in preparation.) $10.00

No. 3. *Archives and Manuscripts on Microfilm in the Nettie Lee Benson Latin American Collection, a Checklist.* Compiled by Jane Garner. 1980. $10.00

No. 4. *Application of the Anglo-American Cataloguing Rules, Second Edition, in the General Libraries.* 1980. $5.00

No. 5. *Name Authority Control for Card Catalogs in the General Libraries.* By R. Bruce Miller. 1981. $10.00

No. 6. *Teaching Library Skills in Freshman English: An Undergraduate Library's Experience.* By Barbara A. Schwartz and Susan Burton. 1981. $15.00

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